SELECTED ANNOTATED BIBLIOGRAPHY ON YOUTH A.ND GANG VIOLENCE PREVENTION, COMMUNITY TEAM ORGANIZING AND TRAINING, AND CULTURAL AWARENESS CURRICULA

May 1995

Prepared by:

Development Services Group, Inc.
73 15 Wisconsin Avenue, Suite 300E
Bethesda, MD 20814
(301) 951-0056

Prepared for:

Family and Youth Services Bureau
Administration on Children, Youth and Families
U.S. Department of Health and Human Services
Washington, DC

**SELECTED ANNOTATED BIBLIOGRAPHY
ON YOUTH AND GANG VIOLENCE PREVENTION,
COMMUNITY TEAM ORGANIZING AND TRAINING,
AND CULTURAL AWARENESS CURRICULA**

May 1995

Prepared by:

Development Services Group, Inc.
7315 Wisconsin Avenue, Suite 300E
Bethesda, MD 20814
(301) 951-0056

Prepared for:

Family and Youth Services Bureau
Administration on Children, Youth and Families
U.S. Department of Health and Human Services
Washington, D.C.

INTRODUCTION

This document has been prepared as a resource for youth-serving organizations and individuals, researchers, and policymakers concerned with youth issues. In their efforts to deal proactively with youth violence, gangs, and drug involvement-and to address the opportunities and challenges of collaborating with diverse communities to enhance youth development-many hard-working groups and individuals find that they lack the time to stay current on important literature in their fields. This annotated bibliography deals with this dilemma by providing brief summaries of materials ranging from reports and monographs to curricula, training manuals, articles, and other literature and products.

The topics covered in this bibliography reflect the wide array of issues facing youth-serving groups and professionals. The original impetus for the creation of this document was a set of expert meetings held in the spring and summer of 1993 to develop a guide to building and training community-based violence prevention teams. Participants in those meetings suggested that a multi-topic, annotated bibliography would meet the diverse informational needs of a broad spectrum of concerned parties.

To develop this document, researchers culled local and national print and electronic libraries and databases, including such on-line abstracts as Psychindex and Sociofile and the collections of premier educational institutions such as American University, Catholic University of America, and the University of Maryland. Items were selected for inclusion, annotated, and organized in the following general sections (some with subsections): youth violence/gang violence; youth violence prevention programs; youth violence, gang, and drug prevention curricula: interpersonal skills training; peer mediation; multicultural awareness curricula and cultural sensitivity training; immigrants, team organizing; community collaboration, interagency cooperation, and partnerships; community empowerment; and training methodologies and strategies. Indexes are provided for authors, subjects, and geographical areas.

The Family and Youth Services Bureau hopes that this bibliography will fill a gap in the bookshelves and resource rooms of youth services practitioners, researchers, and policymakers alike. We welcome your comments!

TABLE OF CONTENTS

SECTION 1

Youth Violence and Youth Gang Violence

1. Youth Violence and Youth Gang Violence

The literature herein describes youth violence and youth gangs and their activities in a number of American cities. Gangs of various ethnic groups, as well as men and women gang members, are described. Gang-related issues are discussed, such as participation in violence, drug use, peer pressure to join gangs, gang symbols and rituals, interstate connections, adult membership in gangs, and the lack of job opportunities.

American Psychological Association. Violence and Youth: Psychology's Response. Volume I: Summary Report of the American Psychological Association Commission on Violence and Youth. Washington, D.C.: American Psychological Association, 1993.

This report brings the findings of past and current research to bear on the troubling national problem of violence involving youth. Violence is defined as behavior that threatens, attempts, or completes intentional physical or psychological harm. The Commission finds that social forces such as prejudice, economic inequality, and attitudes toward violence in mainstream American culture interact with the influences of early childhood to foster violence. When children and youths have certain social experiences, their risk of involvement with violence increases. These experiences include access to firearms, involvement with alcohol and other drugs, involvement in antisocial groups (including delinquent gangs and violent mobs), and exposure to violence in the mass media. In response to these findings, the Commission recommends a variety of specific efforts in the following areas: early childhood interventions; school-based interventions; heightened awareness of cultural diversity; development of the mass media's potential to be part of the solution to violence; limiting access to firearms by children and youths; reduction of youth involvement with alcohol and other drugs; psychological health services for young perpetrators, victims, and witnesses of violence; education programs to reduce prejudice and hostility; efforts to strengthen the ability of police and community leaders to prevent mob violence; and efforts by psychologists acting as individuals and through professional organizations. Chapters address the dynamic of youths, violence, and society by discussing the following topics: the developmental antecedents for violent behaviors, the social and cultural experiences that affect youth violence, youths as victims of violence, and recommendations for psychological research and public policy. Appendices provide a list of papers presented to the Commission, the Commission's evaluation process, a roster of field experts, and the outcome of efforts.

Anderson, Elijah. Streetwise: Race, Class and Change in an Urban Community. Chicago: University of Chicago Press, 1990.

In the Chicago tradition of urban ethnographic, street-level research, this study compares two side-by-side, interdependent communities: a white, blue-collar, middle-class, gentrifying community and a black, working-class community on opposite sides of a thoroughfare in Philadelphia. Anderson describes how conflicts between the communities on the basis of race and ethnicity are complicated by gentrification. The complex effects of street youth culture and the often violent underground drug economy are discussed in the context of their surrounding social structural changes.

Badey, J. R. Dragons and Tigers. Loomis, CA: Palmer Enterprises, 1988.

This book provides an overview of Asian crime and discusses procedures for bridging the cultural gap between Western justice systems and immigrants from Vietnam, Laos, China, Japan, Korea, Cambodia, and other Asian countries.

Battle, Stanley F., et al. "Major Socio-Psychological Stresses in the Black Family: Urban Health Considerations." Journal of Health and Social Policy 4 (1990): 25-68.

During a 1986 conference on the quality of black family life in Boston in the twenty-first century, papers were presented on changing family roles, infant mortality, teenage pregnancy, and violence. In his paper on violence, co-author Hussein-Abdilahi Bulhan categorizes violence in black communities as intrapersonal, interpersonal, institutional, and socially structured. Bulhan's paper addresses the effects of family violence and murder.

Bell, Carl C., and Esther J. Jenkins. "Traumatic Stress and Children." Journal of Health Care for the Poor and Underserved 2 (June 1991): 175-185.

This article presents an examination of the effects of traumatic stress and violence on black youths. Jenkins and Bell employ a nonexperimental exploratory design to study black youths' levels of exposure and strategies for prevention and treatment. For inner-city children, the issue of the effects of exposure to chronic violence is of primary concern. Research has shown that children become overloaded, that the effects of long-term trauma are additive, and that exposure to violence is linked with subsequent perpetration of violence. This may be seen as a form of protection against victimization or as retaliation for some prior incident. Chronic violence has an effect not only on the individual concerned but also on the community as a whole. Bell and Jenkins recommend that a combined effort be made by schools, police, child welfare agencies, academic professionals, and service agencies that provide treatment. The physical and emotional consequences of a traumatic event may determine the child's symptoms and treatment programs at both school and community levels; programs should address violence by changing behavioral norms. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Bing, Leon. Do or Die. New York: Harper Collins, 1991.

Through a wealth of eyewitness testimony, Bing explores life in South Central Los Angeles with particular emphasis on the conflict between Crips and Bloods. Bing speculates on three possible reasons for the rash of gang violence in South Central: (1) perhaps "acts of violence [may be] the only mechanism ... that might put [Crips and Bloods] in touch with [the] larger world"; (2) "maybe in some unconscious way, [gangs] are seeking the clarity of the warrior in battle"; and (3) "maybe, through violence and death, [gangs] are seeking to feel alive." Bing points out that

society has failed to provide proper care and nurturing of gang members, giving youths "permission to kill themselves."

Bjerregaard, Beth, and Carolyn Smith. <u>Rochester Youth Development Study: Patterns of Male and Female Gang Membership</u>. Albany, NY: Hindelang Criminal Justice Research Center, 1992.

According to this recent study, both the extent and nature of female gang participation has changed from the picture presented by earlier researchers. Examining the extent of female gang participation, this study compares the delinquent involvement of both male and female gang members. It is based on Waves Two and Three of the Rochester (NY) Youth Development Study, a longitudinal study examining the development of delinquent behavior and drug use in a predominantly high-risk urban sample. Face-to-face interview data were gathered in 1987-88 from 987 seventh and eighth graders, and their caretakers, at six-month intervals. Findings included the following: (1) females were similar to males in the extent of their gang participation; (2) gang members of both sexes were significantly more likely to engage in delinquency, including serious offenses and substance abuse, and to commit these acts at much higher frequencies than nongang members; (3) sexual activity was significantly associated with gang membership for both sexes, but sexual involvement at an early age was more strongly related to risk of gang involvement for females; and (4) a perceived lack of opportunity, indicated by expectations of dropping out of school, had a significant impact for girls but not for boys.

Booth, Martin. <u>The Triads: The Chinese Criminal Fraternity</u>. London: Grafton Books, 1990.

This is a journalistic study which asserts that the Triads-Chinese organized crime groups-now control 90 percent of the world's heroin trade. Their grip on Chinese communities around the world also involves extortion, vice, and gambling. Taken together with their other activities, including their increasing involvement in financial and computer crime, the Triads are potentially the single most dangerous organized crime threat now facing the international community, according to Booth.

Bryant, Dan. "Communitywide Responses Crucial for Dealing with Youth Gangs." <u>Juvenile Justice Bulletin</u>. Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, 1989.

This document features proceedings from a national meeting sponsored by the Office of Juvenile Justice and Delinquency Prevention. The event brought together policymakers from 19 cities to learn about the extent of youth gang violence and the steps necessary to develop community responses to the violence.

Burke, Todd W., and Charles E. O'Rear. "Home Invaders: Asian Gangs in America." <u>Police Studies</u> 13 (Winter 1990): 154-156.

This is an investigation of "home invaders," a specialized Asian-American gang that travels throughout the United States, robbing, terrorizing, and intimidating Asian families who keep money and valuables at home. Home invader robberies are not reported to the police due to the victims' fear of retaliation by gang members. A profile is presented of home invaders to assist law enforcement officials in identifying and preventing future gang violence within Asian-American communities.

Burns, Edward, and Thomas J. Deakin. "A New Investigative Approach to Youth Gangs." <u>FBI Law Enforcement Bulletin</u> 58 (1989): 20-24.

This article discusses the difficulty of using standard law enforcement investigative techniques with Baltimore youth gangs due to their structure, objectives, and methods of operation, coupled with the increase in drug involvement.

Butterfield, George E., and Brenda Turner, eds. <u>Weapons in Schools</u>. Westlake Village, CA: National School Safety Center, 1989. Resource Paper.

More than ever, our public school system must confront weapons in schools and become aware of steadily rising statistics on youth homicide and suicide. This report delineates the problem, discusses why children carry weapons to school, and outlines strategies for keeping weapons out of schools and for improving school safety. Although some children carry weapons for "show off" reasons, too many regard the display and use of guns as a way of life. With an estimated 120 million guns in private hands in the United States, some of these weapons are bound to show up at school. Underlying the rationale for gun-carrying is our society's tolerance for violence as a way to resolve problems. Weapons may be detected through tips from students, use of security sweeps and searches, and deterrents such as immediate suspension or expulsion, school security forces, crisis intervention teams, and metal detectors. Prevention strategies are important to help students feel safe without carrying guns to school. Some techniques are student/parent nonviolent contracts, community education programs, violence prevention curricula, peer assistance programs, and firearm instruction classes. To increase school safety, educators must be trained in weapons identification and detection, must provide adequate supervision, and must promote a positive campus climate by teaching social skills within the curriculum. Making campuses safe is everyone's responsibility. Twenty-seven references and supporting articles are **included.**

Cairns, Robert B., Beverley D. Cairns, and Holly J. Neckerman. "Social Networks and Aggressive Behavior: Peer Support or Peer Rejection?" Developmental Psychology 24, 6 (1988): 815-823.

This project studied social networks and aggressive school behavior in two cohorts of boys and girls in the fourth and seventh grades (N = 695). Highly aggressive boys and girls did not differ from matched control subjects in terms of social cluster membership or in being isolated or rejected within the social network. Peer cluster analysis and reciprocal "best friend" selections indicated that aggressive subjects tended to affiliate with aggressive peers. Even though highly aggressive children and adolescents were less popular than control subjects in the social network at large, they were equally often identified as being core members of social clusters. Aggressive subjects did not differ from matched control subjects in the number of times they were named by peers as "best friend," nor did the two groups differ in the probability of having friendship choices reciprocated by peers.

California Council on Criminal Justice, State Task Force on Gangs and Drugs. Final Report. Sacramento: California Council on Criminal Justice, 1989. National Criminal Justice Reference Service Number 1007 14.

This final report from the California Council on Criminal Justice State Task Force on Gangs and Drugs analyzes the problems of gangs and drugs in the state and recommends statewide policy and legislative solutions.

Campbell, Anne. "On the Invisibility of the Female Delinquent Peer Group." Women and Criminal Justice 2 (1990): 41-62.

Though the peer group has assumed a prominent role in the explanation of male delinquency, it has been virtually ignored in accounts of female delinquency. Here, four assumptions that gave rise to this discrepancy are outlined, and data that refute these assumptions are presented, drawing on previous studies: female delinquency was thought to be equated with sexual promiscuity, symptomatic of maladjustment and social isolation; family factors were thought to exert a more powerful influence on female than male delinquents; females were believed not to form strong same-sex friendships; and in mixed-sex groups, females were believed to be influenced by males rather than by other females. A more balanced agenda for future research is suggested in which same- and opposite-sex relationships are examined for both males and females in relation to gender differences in group interactions and to the role of dating in departure from gang delinquency.

Center for Child Protection and Family Support. Final Report: Youth Gang Drug Revenues: A Possible Hidden Source of Family Financial Support: An Exploratory Investigation. Washington, D.C.: Center for Child Protection and Family Support, 1989.

This study explores the concern that money generated by youth gang drug trafficking has been used as financial support for urban inner-city families. The study represents a preliminary and exploratory effort to gather information from knowledgeable professionals and paraprofessionals, as well as youth gang members and their families, regarding the use of proceeds from youth gang drug trafficking.

Cervantes, Richard C., ed. Substance Abuse and Gang Violence. Newbury Park, CA: Sage Publications, 1992.

This book is an anthology of selected papers presented at the National Conference on Substance Abuse and Gang Violence, sponsored by the U.S. Office for Substance Abuse in 1990. The conference was structured around the premise that a multidisciplinary approach is necessary to address the complex social and economic issues of drugs and gang violence. The contributing authors bring a diversity of experience and expertise to their discussion of topics, including the following: research on substance abuse among Asian/Pacific Islander Americans; understanding substance abuse and criminal activity by multi-ethnic gangs; legal and policy issues regarding public health, substance abuse, and gang violence; prevention and intervention strategies to curtail gang violence; and the impact of gang violence on survivors.

Chandler, Michael, and Thomas Moran. "Psychopathy and Moral Development: A Comparative Study of Delinquent and Nondelinquent Youth." Development and Psychopathology 2 (1990): 227-246.

Sixty 14- to 17-year-old male adjudicated juvenile delinquents and 20 age-matched nondelinquent controls were assessed on their moral reasoning, understanding of social rules, interpersonal awareness, socialization, empathy, autonomy, and psychopathy to explore the relations between moral reasoning, moral sentiment, and antisocial behavior. The delinquent group evidenced developmental delays on all tests of morality functioning, and their performance on measures of autonomy and socialization differentiated those offenders who were more or less psychopathic. Findings underscore the multidimensional character of moral development and the complexity of the relations between thought and action.

Children's Express. Voices From the Future: Our Children Tell Us About Violence in America. Edited by Susan Goodwillie. New York: Crown Publishers, 1993.

A collection of interviews that probe the effects of violence on young Americans. Children's Express journalists have gone out onto the streets and into schools and shelters to obtain one-on-one interviews with gang members, skinheads, and homeless teens, as well as youths who are

making a difference in schools and youth programs. The result is an oral history of the violence that youths have experienced and perpetuated.

Chin, Ko-lin. Chinese Subculture and Criminality-Non-traditional Crime Groups in America. Westport, CT: Greenwood Press, 1990.

This sociological study of the culture of triads (originally, Chinese secret societies), tongs (self-help associations established by Chinese immigrants), and Chinese street gangs examines where, how, and why these groups were formed, developed, and transformed. The author presents a detailed history of Chinese gangs in the United States.

Covey, Herbert C., Scott Menard, and Robert J. Franzese. Juvenile Gangs. Springfield, IL: Charles C. Thomas, 1992.

Confessing at the start that "we know relatively little about juvenile gangs, and much of what we do know is out of date," the authors of this book set out to provide breadth and generality that may help to put separate studies of gangs in particular times and locations within an appropriate historical, comparative, and theoretical context. To that end, the authors collected and synthesized not only the more widely available literature on youth gangs and classical gang theories from the 1950's and 1960's, but also integrated more current developments in research, integrated theory, and intervention. Their thorough assessment of the relevant literature has produced a book that is one of the most comprehensive overviews of juvenile gangs now available. Modern American youth gangs are the book's focus, though the authors also trace the development of gangs in Western history and review current gang activity abroad. Chapters are devoted to gang violence and drugs; race, ethnicity, and contemporary gangs; female gang members and female gangs; and typologies of juvenile gangs. The authors discuss several gang-intervention strategies and express some pessimism about the future of the gang problem, in view of the lack of success of gang intervention in the last five decades.

Creighton, Allan, and Paul Kivel. Helping Teens Stop Violence. Alameda, CA: Hunter House, 1992.

This material represents the Battered Women's Alternatives (BWA) teen program's years of contact with adolescents in high schools, residential centers, correctional institutions, and churches. It is primarily designed for educators and counselors. The book is organized in five sections: (1) general issues for adults to consider in work with youths; (2) basic theory about age, gender, and race-related power imbalances that cause violence; (3) techniques for laboratory teaching; (4) the curriculum itself; (5) suggestions for training other adults in workshops on these issues; and (6) strategies and techniques for setting up and conducting long-term support for young people dealing with abuse. Each section includes exercises and roleplays for work with youths across lines of age, gender, and race. At the heart of the book is a two-day, 50-minute class curriculum on family and relationship violence prevention designed to be presented by adult

and youth volunteers with some training. Finally, the book gathers reporting policies, tests, written exercises, permission slips, and classroom tips developed by BWA.

Cromwell, Paul, Dorothy Taylor, and Wilson Palacios. "Youth Gangs: A 1990s Perspective." <u>Juvenile and Family Court Journal</u> 43 (1992): 25-31.

This review compares contemporary youth gangs with those of the 1950's and 1960's. Although the picture of female gang membership is incomplete, a growing body of evidence suggests that gangs are no longer a strictly male phenomenon. While gangs are getting older, a recent study of cocaine use and sales by gang members in Los Angeles found that arrested gang members were, on average, five years younger than other persons arrested for cocaine distribution. Despite being younger, gang members had more extensive and more violent criminal histories. Unlike the gang members of the 1950's and 1960's, those in the 1990's may not "mature out" of gang activity, but may graduate to adult crime as a result of their youth gang affiliation. An important issue in gang research-and one that has implications for public policy-is defining "gang" and "gang-related crime." The existence of a "gang problem" in a community may be more related to the definitions than to the objective issue of whether a gang problem exists.

Cummings, Scott, and Daniel J. Monti, eds. <u>Gangs: The Origins and Impact of Contemporary Youth Gangs in the United States</u>. New York: State University of New York Press, 1993.

This anthology provides an in-depth discussion of youth gangs and their impact on communities. The contributing authors explore the evolution of gangs in America, from the 1,3 13 Chicago gangs studied by Frederick Thrasher in the 1920's to the current presence of gangs throughout the United States. The reader is urged to consider the diversity of gangs. Gangs are not presented as a single phenomenon, but as a loosely defined group of phenomena that vary greatly in their organization and behavior. Drug trafficking gangs and the associated escalation of violence are discussed, as well as the migration of gangs from increasingly tough law enforcement in cities such as Los Angeles to more lucrative drug markets in other cities. Some inclusions discuss the legislative response in California and the civil rights implications of the criminalization of gang membership and gang-like activities. The editors conclude that efforts to eradicate gangs by jailing gang members have served to promote gang activity rather than suppress it. They recommend more comprehensive efforts to entice youth away from gangs through a "national development policy capable of competing with the financial and psychological rewards that lure many young Americans into urban gangs."

Curry, G. David, and Irving A. Spergel. "Gang Homicide, Delinquency and Community." <u>Criminology</u> 26 (1988): 3.

This article reports on an analysis of community-level data from Chicago that focused on two conceptual differences: (1) between gang crime and delinquency as community-level phenomena; and (2) associations between theories of gang crime and delinquency.

Dawley, David. A Nation of Lords: The Autobiography of the Vice Lords. Prospect Heights, IL: Waveland Press, 1992.

The transition of the Vice Lords from a violent black street gang to a respected community organization in Chicago is recounted. The narrative is presented from gang members' perspectives.

Ettridge, Geoff. "The Prediction of Violence: The 'Gunpowder Model.'" Practice 3 (Autumn-Winter 1989-90): 285-293.

To assist supervisors in predicting potential for violence against their social service staff, literature related to murder (representative of the ultimate deterioration of a relationship) is examined and a model of a presumptive assailant is developed. The model includes three factors: (1) assailant's background (violent childhood, juvenile delinquency, and parenting); (2) assailant's circumstances (socioeconomic class, abuse by authorities, unwitting or witting incitement by victim); and (3) relationship with social worker (characterized as ambivalent, an intense interpersonal bond, or primary contact). A convergence of all factors requires special preventive strategies.

Fagan, J. "Social Organization of Drug Use and Drug Dealing Among Urban Gangs." Criminology 27 (November 1989): 633-667.

Interviews with 151 youth gang members in Los Angeles, San Diego, and Chicago in 1984 formed the basis of this analysis of the relationships among drug dealing, violence, organizational, and social aspects of gangs.

Garbarino, James, et al. Children in Danger: Coping with the Consequences of Community Violence. San Francisco: Jossey-Bass Publishers, 1992.

Drawing on their extensive fieldwork in war zones around the world, the authors explore the link between a child's response to growing up in an atmosphere of violence and danger and the social context established for that child by community and caregivers. They reveal the need for establishing predictable, structured, safe environments for children, and they show how school-based programs, by providing children with the continuity and regularity that is otherwise lacking in their lives, can enhance children's natural resilience and help ameliorate some of the long-term developmental consequences of living in danger. In addition to providing first-hand accounts of how children growing up in an atmosphere of violence address their situations, the authors also examine the special concerns that relate to the training and support of teachers who deal not only with the violence in the lives of the children they teach, but also with their own personal safety and emotional response to their students' traumas.

Garrison, R. W. "Gangsters: Back to the Future." School Safety (Fall 1989): 20.

This article discusses how knowing the history of youth gangs can improve today's efforts in the intervention and prevention of youth gangs, changing our perceptions of gangs and response to gang members and the violence they perpetuate.

Gibbs, Jewelle Taylor, et al. Young, Black, and Male in America: An Endangered Species. Dover, MA: Auburn House, 1988.

Increasing numbers of black youths are unskilled and unemployed. Too much emphasis has been put on "blaming the victim" for the consequences of over three centuries of discrimination, deprivation, and denial of equal opportunity. This book is an attempt to redress the balance by presenting a comprehensive, interdisciplinary perspective on the major social and economic problems of young black males in America. Chapter topics and their authors are as follows: (1) young black males in America-endangered, embittered, and embattled (Jewelle Taylor Gibbs); (2) education and achievement of young black males (Rodney J. Reed); (3) employment and unemployment of young black males (Tom E. Larson); (4) delinquency among black male youths (Richard Dembo); (5) young black males and substance abuse (Ann F. Brunswick); (6) teenage fatherhood (Michael E. **Connor**); (7) health and mental health of young black males (Jewelle Taylor Gibbs); (8) homicide, suicide, accidents, and life-threatening behaviors (Jewelle Taylor Gibbs); (9) the impact of public policy on the status of young black males (Barbara Solomon); and (10) conclusions and recommendations (Jewelle Taylor Gibbs).

Gillis, A. R., and John **Hagan**. "Delinquent Samaritans: Network Structure, Social Conflict, and the Willingness to Intervene." Journal of Research in Crime and Delinquency 27 (February 1990): 30-51.

The view that juvenile delinquents are asocial and nonsupportive of others is challenged in an investigation of the support given by juveniles to family, friends, and strangers in conflict situations, examining their willingness to intervene on behalf of a victim of a crime. Students from four secondary schools in the Toronto, Ontario, Canada metropolitan area (N = 835) completed self-report delinquency scales and responded to a questionnaire based on nine hypothetical situations involving criminal activity with different victims. Results indicate that intervention is more likely in crimes of violence than in property offenses, in cases where the victims are family or friends, and in crimes that occur close to home. Delinquents' loyalty toward those who are close to them is both more intense and more focused than that of other juveniles, who are likely to intervene in a more universalistic manner. The effects of gender, socioeconomic status, and prior criminal victimization also are considered.

Goldstein, Arnold P., and C. Ronald Huff, eds. <u>The Gang Intervention Handbook</u>. Champaign, IL: Research Press, 1993.

This handbook is the first edited anthology to bring together a host of relevant disciplinary perspectives and intervention techniques for structuring a comprehensive gang intervention strategy. The volume begins with a concise review of the current gang situation in America and past intervention efforts. Part two of the book focuses on the psychological dimensions of gang membership and behavior, while the third part concerns contextual dimensions-family, school, employment, recreational, and community change.   Part four provides the criminal justice perspective, with an overview of the National Youth Gang Survey conducted by Irving Spergel and David Curry, and discussion of the implications of gangs for law enforcement, prosecution, and corrections. Part five highlights the need for cultural sensitivity in the design and delivery of gang interventions.   Authors Goldstein and Huff caution their readers not to seek a single intervention approach for sustained, positive impact on all gang youth. Instead, they recommend a range of interventions to meet the diverse needs of individual gang members. Huff and Goldstein propose an innovative national public strategy that would address the underlying socio-economic conditions that spawn gangs.   Goldstein concludes by emphasizing the need for promising programs to be implemented and evaluated to advance the efficacy of gang interventions.

Hagedom, John M. "Gangs, Neighborhoods, and Public Policy." <u>Social Problems</u> 38 (November 199 1): 529-542.

Longitudinal interview data collected from 1986 to 1990 from 37 founding members of African American gangs in Milwaukee, Wisconsin, and 1990 household survey data collected in Milwaukee neighborhoods dominated by gangs are used to show that deindustrialization has altered some characteristics of youth gangs. Gang members tend to stay involved as adults, and many have turned to the illegal drug economy for survival. William Julius Wilson's underclass concept (see <u>The Truly Disadvantaged</u> [Chicago: University of Chicago Press, 1987]) is partially supported by these results. Underclass neighborhoods are not characterized by the absence of working people but by the absence of effective social institutions. Public policy ought to stress jobs and investment in underclass neighborhoods, evaluation of assistance programs, family preservation programs, and community control of social institutions.

Hagedom, John. <u>People and Folks: Gangs, Crime and the Underclass in a Rustbelt City</u>. Chicago: Lake View Press, 1988.

The author profiles Milwaukee's gangs, their origins and structure, the adult status of gang founders, the effect of race and ethnicity on gang formation, and the public response to the gang problem. Forty-seven gang members were interviewed from 19 of Milwaukee's gangs.

Harper, Suzanne. "LA's Gang-Busters-Lessons Learned." <u>School Safety</u> (Fall 1989): 12.

This article examines the history of gangs in Los Angeles, California. The author discusses the prevention and intervention strategies law enforcement professionals, schools, and communities are using to deter gang violence.

Henkoff, R. "Kids Are Killing, Dying, Bleeding." <u>Fortune,</u> 10 August 1992, 62-69.

The objective of this article is to examine the increase in juvenile violence in the United States with a focus on prevention as a cure, utilizing a nonexperimental exploration of youth homicide, abuse, and suicide. Violence by and against youths has increased dramatically in the last decade. The author suggests that several steps may be taken to reduce violence: (1) help parents with parenting skills, (2) teach children how to manage anger nonviolently, and (3) increase gun control.

Hochhaus, Craig, and Frank Sousa. "Why Children Belong to Gangs: A Comparison of Expectations and Reality." <u>High School Journal</u> 71 (198788): 74-77.

Nine junior high and high school students are interviewed on their experiences as members of neighborhood gangs in Los Angeles. Companionship, protection, and excitement, as well as peer pressure, were the most frequently cited reasons for joining gangs. Findings suggest that these initial motivations were not fulfilled. Subjects felt little gang loyalty and expressed desires to quit, and their relationships with all but a few members were superficial and cautious. While gang members opposed violence individually, they submitted to peer pressure by participating in violent and illegal activities. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Huff, C. Ronald, ed. <u>Gangs in America.</u> Newbury Park, CA: Sage Publications, 1990.

This volume provides a useful and up-to-date overview of research, as well as theoretical and public policy issues, on the subject of gangs. Huff has assembled in one volume many senior researchers and a "new generation" of gang researchers who have been reporting on the increasing diffusion and diversity of gangs in the United States. Contemporary gangs are discussed within an overall context of historical continuity, their causes and correlates, and what can be done about gangs. Huff writes, "In my own judgment, we have not yet arrived at a point **where we can embrace a general theory of gangs or recommend by consensus the policies that** ought to be pursued to prevent and control gangs." The book is divided into five parts: (1) sociological and anthropological perspectives on gangs and their community contexts; (2) the definition and measurement of gang violence; (3) new research on gangs; (4) assessments of the changing knowledge base concerning gangs; and (5) public policy issues associated with gangs and gang research.

Huff, C. Ronald. "Youth Gangs and Public Policy." <u>Crime and Delinquency</u> 35 (1989): 524-537.

An in-depth analysis of youth gangs in Columbus and Cleveland, Ohio, supplemented by secondary surveys in five other Ohio cities between April 1986 and May 1988, is based on data from interviews with gang members, community representatives, social service workers, police officers, and school officials, as well as field observations, secondary police data, and surveys of the state's 88 juvenile courts. No solid evidence was found that the Ohio gangs are affiliated with out-of-state gangs; rather, the groupings result from of the lack of job opportunities facing many inner-city youth. It is argued that schools must play a key role in stopping gang behavior. (Copyright 1990, Sociological Abstracts, Inc., all rights reserved.)

Jankowski, Martin Sanchez. <u>Islands in The Street: Gangs and American Urban Society.</u> Berkeley: University of California Press, 199 1.

This study examines the membership, structure, and external relations of ethnic gangs in large United States cities. Data were obtained from 1978 to 1989 from participant observation of and interviews with members of 37 ethnically diverse gangs in New York City, Los Angeles, and Boston. Social scientists and public officials have not fully understood gangs. Gangs are not composed of the poorest, least intelligent and productive, and most psychologically disordered individuals. The vast majority of gang members are intelligent and capable, psychologically normal, energetic, and in search of entrepreneurial opportunities to achieve the material "good life." Gangs are more than transient associations; they are collectives organized by a set of rules and roles. The gang's primary concern is organizational survival. As opportunities for poor and working-class males to enter the legal labor market decline, there has been a tendency for teenage males to continue their involvement in gangs well into adulthood. Residents of low-income communities are generally ambivalent toward local gangs. Criminal justice policies have largely concentrated on tougher law enforcement and longer prison sentences, but these policies will continue to have difficulty in reducing gang activity. Improved law enforcement will, over time, be compromised by the working relationships between gang members and government agents, and longer sentences will not affect gang persistence, since members simply reproduce their gangs in prison.

Klein, Malcolm, and C. L. Maxson. <u>Street Gang Violence</u>. Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, National Institute of Justice, 1989.

This analysis of gang research and its implications for policy and program decisions emphasizes the change from street workers to police as the main information source over the last 20 years, and the development of intervention programs that have been based only vaguely on the accumulated knowledge of gang structure and functions.

Klein, Malcolm, et al. <u>Gang Involvement in Cocaine "Rock" Trafficking</u>. Los Angeles: University of Southern California, Center for Research on Crime and Social Control, 1988.

This report contains an analysis of data from law enforcement sources about the sale by street gangs of rock cocaine or crack in Los Angeles between 1983 and 1985.

Knox, George W. <u>An Introduction to Gangs</u>. Berrien Springs, MI: Vanda Vere Publishing, 1991.

There have been many loose definitions of what constitutes a gang; more precision is needed. The definitive criteria of the gang are a central focus of this book. Knox uses many sources of information: official sources, survey methods, the oral history method, and macroanalytic analysis. In his search for "an honest view of gangs," Knox attempts "to provide a holistic, interdisciplinary, and historical analysis covering the main issues." Topics include the following: classification of gangs, racism-oppression thesis for gang analysis, the underclass and gangs, gangs and gang crime, gangs as an urban way of life, gang guerilla warfare and social conflict, families and gangs, law enforcement and gangs, correctional institutions and gangs.

Kozol, Jonathan. <u>Savage Inequalities</u>. New York: Crown, 1991.

This book presents graphic accounts of the worst public schools in the United States, made even more horrific by the existence of successful nearby schools rich in resources. These discrepancies result not only from differences in the tax base of local communities but also from inadequate State support. Funding inequalities arise from the tendency to blame the poor for their circumstances and to view expenditure of public funds for the poor as a waste of money. Equal funding of both rich and poor schools is offered as the only solution to this educational dilemma. The argument supporting this solution, however, suffers from an overly narrow focus on schools and ignores such factors as inadequate prenatal health care, overburdened health services, and the difficult living conditions of children in poor communities.

Lasley, James R. "Age, Social Context, and Street Gang Membership: Are 'Youth' Gangs Becoming 'Adult' Gangs?" <u>Youth and Society</u> 23 (1992): 434-451.

According to "new gang theory," dramatic increases in urban poverty levels have resulted in the failure of inner-city youth to "mature out" of gang roles, resulting in a new cohort of adult gang members. Data were collected from 445 active gang members in Los Angeles representing "lower and middle/upper-class" backgrounds. Self-reported age was used as the study criterion. Socioeconomic status, the sole study predictor, was measured by a standardized scale reflecting self-reported educational attainment and relative occupational prestige. Seventy-eight percent of the sample were from the "lower class." An interaction measure, gang member race (black or white), was included to explore the joint effects of age, socioeconomic status, and ethnicity. Results indicate that gang membership is still a feature of adolescence. Analyses revealed no over-representation of adult gang membership among "lower class" subjects, thus disconfirming

the "new gang hypothesis." (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Lauritsen, J. L., J. H. Laub, and R. J. Sampson. "Conventional and Delinquent Activities: Implications for the Prevention of Violent Victimization Among Adolescents." <u>Violence and Victims</u> 7 (1992): 91.

The purpose of this study was to examine the relationship between conventional and delinquent activities and violent victimization of adolescents, in the hope of providing an empirical base for victimization prevention strategies. Data were evaluated from two national sources, the National Youth Survey and the Monitoring the Future Study: A Continuing Study of the Lifestyles and Values of Youth. From their findings, the authors conclude that involvement in delinquent activities increases the risk of victimization and violence, that conventional lifestyles are negatively related to the risk of assault and robbery, and that conventional activities are related to victimization only in that they reduce the likelihood of individuals engaging in delinquent activities. In order to reduce the risk of involvement in violence, delinquency must be targeted as a prime consideration in victimization prevention programs. Since delinquency prevention is seen as the key to victimization prevention, delinquency and victimization programs should be combined with nonviolent conflict resolution training programs. These findings have good generalizability and are validated by the longitudinal nature of the two databases employed.

Lo, Chun Nui (Celia). "A Social Model of Gang-Related Violence." <u>Free Inquiry in Creative Sociology</u> 19 (May 1991): 37-44.

A review of the literature is used to develop a general conceptual model to explain and predict gang-related violence. Subcultures are constructed and developed as individuals react to their restricted social structure. Emerging subcultures gradually become a factor guiding individuals' behavior. Group process is characterized by the play of relationships among communities and gangs; it transforms subculture, which in turn determines gang-related behavior. In addition, individual self-concept has a place in this process.

Los Angeles County, Office of the District Attorney. <u>Gangs, Crime, and Violence in Los Angeles: Findings and Proposals from the District Attorney's Office</u>. Los Angeles: Los Angeles County, 1992.

Presented here is a report examining the problem of gangs in Los Angeles County and exploring policy options from the perspective of the Office of the District Attorney. Data were obtained from interviews with some three dozen local gang experts and from analysis of published literature. Gangs are deeply rooted institutions in Los Angeles; some are 50 to 60 years old. About 1,000 gangs with 150,000 members are currently active. The problem is particularly acute among African American youths. It is estimated by the District Attorney's Office that almost half of all black men between the ages of 21 and 24 are gang members. By every measure, gang violence in Los Angeles is the worst in the country and spiralling upward. In 1991, gang

homicides accounted for just over 36 percent of all murders. Gang violence has been aggravated by more plentiful and powerful weapons as well as turf rivalries between established gangs and new gangs founded by recent immigrants. Recommendations include the following: deploying more police; improving law enforcement gang databases; targeting hard core gang members; coordinating gang enforcement with gang prevention in target areas; improving opportunities for education and employment; reforming the juvenile justice system; and adopting a systematic, sustained program of gang prevention.

McKinney, Kay C. "Juvenile Gangs: Crime and Drug Trafficking." <u>Juvenile Justice Bulletin,</u> Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, 1988.

This bulletin is a report on the conclusions and suggestions offered by 12 experts to the Coordinating Council on Juvenile Justice and Delinquency Prevention regarding the nature of and ways to prevent and address juvenile gang activities.

Mercy, J. A., and P. W. **O'Carroll.** "New Directions in Violence Prediction: The Public Health Arena." <u>Violence and Victims</u> 3 (1988): 285-301.

The aim of this article is to describe violence approaches as a public health issue. Based on a literature review, this article presents the emergence of violence as a public health problem, the public health approach to prevention of violence, and an agenda and applications of this approach. Interpersonal violence has gained more attention from the public health field for two reasons: (1) homicide has become a more prominent cause of death in proportion to total mortality, and (2) the actual risk of victimization has increased in the last decade. Achieving the primary goals of the public health perspective (the presentation, promotion, and improvement of health conditions) will involve several important aspects: prevention, intervention with those at highest risk, and ongoing evaluation of the efficacy of preventive interventions. Four steps are identified as the "public health approach to the development of information for decision-making": public health surveillance, risk group identification, risk factor exploration, and program implementation/evaluation.   The public health model, the authors argue, features two major priorities: (1) the development of surveillance systems for morbidity associated with interpersonal violence, which must allow for the identification of different types of violence, and (2) improved quantity and quality of data on violence. These will aid in assessing the magnitude of the problem and in identifying and better defining risk groups. The authors recommend that a public health strategy could aid decisionmakers in providing quantitative information that would **assist in effective interventions and assistance and evaluation of the effectiveness of prevention** strategies.

Monti, Daniel J. "The Practice of Gang Research." <u>Sociological Practice Review</u> 2 (1991): 29-39.

Reviewed are the current views about gang organization and behavior, and the implications for program and policy development. Evidence is presented on gangs in St. Louis, Missouri, acquired at a series of hearings held by the Missouri State Advisory Committee to the U.S. Commission on Civil Rights. Policy options, the politics of doing research, and the difficulties in making a fair assessment of gangs are discussed. (Copyright 1991, Sociological Abstracts, Inc., all rights reserved.)

Moore, Joan. "Gangs, Drugs, and Violence." <u>National Institute on Drug Abuse Research Monograph Series</u> 103 (1990): 160-176.

Variations in gang violence are analyzed, especially as these variations relate to drug use and dealing. Some typologies of gangs are described, including that of R. Cloward and L. Ohlin (1960), which allowed for community variation and for drugs and violence. The author discusses findings of a study on intra-gang variations in violence in East Los Angeles (J. Moore et al., 1978), other correlates of variations in violence, and the confusion between individual and gang-related violence. It is suggested that research on gangs should take economic factors into account and should recognize ethnicity and other subcultural variations. Problems in conducting gang research are addressed. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Moore, Joan, and Mary Devitt. "The Paradox of Deviance in Addicted Mexican-American Mothers." <u>Gender and Society</u> 3 (1989): 53-70.

This article explores family and subcultural influences on whether Chicana gang member addicts use drugs during pregnancy and whether they give their children to others to raise. Data were derived from interviews conducted from 1980 to 1981 with 58 Chicana mothers who had been members of two adolescent street gangs and had used heroin. Women who used drugs during pregnancy were more likely than abstainers to come from underclass families and to reject traditional gender-role values. Those who gave up their children, however, were more likely to be from traditional families than those who kept their children.

Moriarty, Anthony, and Thomas W. Fleming. "Youth Gangs Aren't Just a Big-City Problem Anymore." <u>Executive-Educator Journal</u> 12 (July 1990): 13, 15- 16.

This article discusses the growth of youth gangs in rural and suburban communities. The author explores strategies for addressing this problem.

Munks, Jeffrey J. "Troubled Asian Youth: The Deafening Silence." <u>School Safety</u> (Fall 1989): 27.

This article addresses the need for educators, administrators, and law enforcement officials to learn more about Asian immigrant students and to recognize that some Asian-American youths are vulnerable to crime and other problems.

New Jersey State, Commission of Investigation. <u>Afro-lineal Organized Crime</u>. Trenton: State of New Jersey, 1991. National Criminal Justice Reference Service Number, 132300.

A study of the Afro-lineal crime syndicates (African-Americans, Jamaicans, Nigerians, and others) currently operating in New Jersey observes that several groups, heavily engaged in narcotics trafficking, have become wealthy and entrenched, with substantial numbers of members. The authors summarize information obtained from a survey of New Jersey law enforcement agencies and present recommendations for more effectively countering the threat of Afro-lineal crime groups.

Osofsky, Joy D., et al. "Chronic Community Violence: What is Happening to Our Children?" <u>Psychiatry</u> 56 (February 1991): 36-45.

The objective of this research is to begin to document the effects upon children of exposure to chronic community violence by learning about the amount and kinds of violence to which children are exposed. The authors sample mothers of fifth-grade students at an elementary school in a violent area of New Orleans. Mothers were asked to assess the extent of their children's exposure to violence, as well as any behavioral problems that they might have noticed in their children. The "Survey of Exposure to Community Violence-Parent Report Version" assesses the extent to which each child was exposed to severe violence, such as beatings and chasings, and to moderately severe violence, such as threats, drug deals, accidents, and arrests. The "Survey of Children's Stress Symptoms-Parent Report" measures the frequency of behaviors that act as indicators of stress, such as worries about safety, sleep problems, and loneliness. The authors find that almost all of the children exposed to high levels of violence in their community have either heard about or seen a violent incident, with half reporting that they have been victimized in a violent fashion. Strong positive correlations are found between exposure to violence within the community, family violence, and stress symptoms. These results should be approached with some caution, however, as mothers may be unaware of the extent to which their child has experienced community violence. The authors recommend that more specific behavioral and clinical assessments be carried out to determine more fully the relationship between exposure to violence within the family environment and exposure to community violence. More intensive research must be conducted in order to refine our understanding of this problem.

Pacyga, Dominic A. "The Russell Square Community Committee: An Ethnic Response to Urban Problems." Journal of Urban History 15 (1989): 159-184.

A Depression-era experiment in neighborhood renewal through social work occurred in the Bush, one of Chicago's hardest-hit Polish communities. The experiment sought to control the juvenile delinquency problem that resulted from the community's economic hardships. With a theory that solutions had to come from the community level rather than from an imposition of outside middle-class values, Clifford Shaw (author of a study on juvenile crime, The Jack-Roller [Chicago, 1930]) and his associates aligned themselves with local religious and educational institutions. Called the Chicago Area Project (CAP), the program aimed to use the natural resources of the community to alleviate social problems by bringing gang leaders into youth programs so that other gang members would follow. By 1935, the Russell Square Community Committee (RSCC) had been organized to carry out CAP ideals in the Bush. This ethnically based community organization rallied community support for a local boys' club and the purchase of land to build a summer camp. While there is no way to positively attribute it to the RSCC, estimates have claimed a 50 percent drop in juvenile delinquency in the Bush during the 1930's and early 1940's. (Copyright 1990, Sociological Abstracts, Inc., all rights reserved.)

Padilla, Felix M. The Gang as an American Enterprise: Puerto Rican Youth and the American Dream. New Brunswick, NJ: Rutgers University Press, 1992.

This study examines the gang careers of second-generation Puerto Rican youths who join the Diamonds of Chicago. Data were obtained from interviews and observation. Gang youths have lost faith in the capacity of society to work on their behalf. They respond by organizing countercultural structures that they believe are capable of delivering the kinds of emotional support and material goods that the larger society promises them but does not deliver. The gang represents hope and a viable means of gaining self-respect and making a living. Yet after serving as street-level drug dealers, many gang members realize they are being exploited by their gang's leaders. Among those who try to return to conventional lives, many are blocked because they lack work skills and have developed a gang identity that stigmatizes them.

Patterson, G. R., Barbara D. DeBaryshe, and Elizabeth Ramsey. "A Developmental Perspective on Antisocial Behavior." American Psychologist 44 (February 1989): 329-335.

A developmental model of antisocial behavior is outlined. Recent findings are reviewed that concern the causes and course of antisocial behavior from early childhood through adolescence. Evidence is presented in support of the hypothesis that the route to chronic delinquency is marked by a reliable developmental sequence of experiences. **As** a first step, ineffective parenting practices are viewed as determinants for childhood conduct disorders. The general model also takes into account the contextual variables that influence the family interaction process. **As** a second step, the conduct-disordered behaviors lead to academic failure and peer rejection. These dual failures lead, in turn, to increased risk for depressed mood and involvement in a deviant peer group. This third step usually occurs during later childhood and early adolescence. It is assumed that children following this developmental sequence are at high risk

for engaging in chronic delinquent behavior. Finally, implications for prevention and intervention are discussed.

Pepler, Debra J., and Kenneth H. Rubin. <u>The Development and Treatment of Childhood Aggression</u>. Hillsdale, NJ: Lawrence Erlbaum Associates, 199 1.

The introduction presents the following questions: What are the origins of childhood aggression? What are the psychological costs of aggression? Can aggression be treated? When and how should it be treated? This volume represents an attempt by an esteemed group of researchers to address these questions. In the first section about the development of childhood aggression, various theoretical and empirical perspectives on the development of childhood aggression are presented (e.g., biological bases, socialization, other family influences, social-cognitive influences and extra-familial/peer relational factors associated with childhood aggression). In the second section on treatment of childhood aggression, implications of theoretical and research perspectives are linked to the development of treatment programs for aggressive children and their families.

Peterson, George, et al. <u>Confronting the Nation's Urban Crisis: From Watts (1965) to South Central Los Angeles (1992)</u>. Washington, D.C.: The Urban Institute, 1992.

This report offers four guidelines for constructing an urban agenda and illustrates the approach with specific examples of programs that have worked. The guidelines are as follows: (1) choose programs as social investments (large-scale interventions such as Job Corps and Head Start have a particularly good chance of economic and social payback); (2) define a consistent social contract between society and those who receive government program benefits, although "a society that prizes liberty cannot be capriciously coercive"; (3) attack spacial segregation, making it easier for poor people to move out of cities and into the suburbs, and encouraging the middle class to move back in; and (4) recognize that all levels of government and the community itself have critical roles to play, and local communities must ultimately take responsibility for problems.

Prothrow-Stith, Deborah. <u>Deadly Consequences.</u> New York: Harper Collins, 199 1.

This book provides several ways to comprehend the epidemic of violence that victimizes young men and offers concrete strategies to stem its tide. Incorporating materials from the social and behavioral sciences to address questions about the social context in which violence occurs, Dr. Prothrow-Stith focuses on the problem of adolescent violence in disadvantaged neighborhoods. Working from a public health perspective, she advocates "a broad array of strategies that teach new ways of coping with angry and aggressive feelings," including the mobilization of every organized unit in American society to disseminate the message that "anger can be managed and aggressive impulses controlled." Dr. Prothrow-Stith recommends the following: (1) make violence prevention a public health issue; (2) mount a public awareness campaign like the one waged against smoking; (3) require emergency-room physicians to refer young men at risk for violence to appropriate mental health agencies-and fund those agencies; and (4) introduce an

anti-violence curriculum in schools, such as the one developed by Dr. Prothrow-Stith and now used in more than 300 schools.

Reiss, Albert J., Jr., and Jeffrey A. Roth, eds.   Understanding and Preventing Violence. Washington, D.C.: National Academy Press, 1993.

In 1988, a consortium of U.S. Federal agencies asked the National Academy of Sciences to assess the understanding of violence, determine the implications of that understanding for preventive interventions, and initiate the research needed to improve understanding and control of violence. In response, the Academy created the Panel on the Understanding and Control of Violent Behavior. The present volume presents the panel's findings, conclusions, and recommendations. Violence is defined as "behaviors by individuals that intentionally threaten or attempt to inflict physical harm on others."   Although the United States appears to be more violent than other societies, it is no more violent today than at certain times in the past. Minority groups are at greatest risk of violent victimization and death. Most violent crimes are not the work of violent career criminals. The increasing imprisonment level in the United States apparently has had very little effect on violent crime.   Multiple factors-macrosocial and microsocial-as well as psychosocial and biological-have been found to correlate with violence.

Riley, Kevin W. Street Gangs and the Schools: A Blueprint for Intervention. Bloomington, IN: Phi Delta Kappa Educational Foundation, 199 1.

This pamphlet examines the nature of street gangs, explores the reasons why youths join gangs (including a continuum of gang involvement), discusses some unproductive approaches for curtailing gang activity, and concludes with ideas for intervention.   It includes a current bibliography.

Rodriguez, Luis. Always Running: La Vida Loca, Gang Days in L.A. New York: Simon and Shuster, 1993.

This book is the account of Luis Rodriguez's upbringing in poverty-stricken East Los Angeles and his ultimate turning to gang life as a means of preservation. The book chronicles his encounters with racism in school and on the streets, and his struggle to overcome prejudice, drugs, and violence. As a means of offering the kind of mentoring he never received as a youth, Rodriguez wrote Always Running as a tale of survival, presenting a picture of the futility of gang warfare while providing understanding and hope.

Rosenberg, M. L. "Violence Is a Public Health Problem."   Transactions and Studies of the College of Physicians of Philadelphia 10 (December 1988): 147-168.

Based on the theoretical view that violence should be considered as a public health problem, this study examines and provides recommendations for reducing violence's toll. It offers an exploration of issues surrounding the costs and consequences of homicide and suicide in

American society, based on data collected from researchers' examinations of death certificates. While most homicide victims are young, minority males, most suicide victims are young, white men who do not meet the diagnostic criteria for clinical depression. Most homicides involve firearms, and half involve alcohol consumption. Rosenberg concludes that intentional injuries are a large part of the problem of violence in the United States, but they receive little attention from researchers in the field of violence. A better method of determining the physical, psychological, and economic costs of violence is needed, as well as an interdisciplinary response to violence among the fields of sociology, criminology, economics, law, public policy, and anthropology. Suicide prevention will require the following: (1) an improvement in the recognition and treatment of substance abuse and depression; (2) the evaluation of different treatments for would-be suicide victims; (3) identification of high-risk individuals; and (4) decreased access to lethal means of committing suicide. Finally, an examination of the psychological requirements will be essential for effective treatment and rehabilitation.

Sanders, William B. Gangbangs and Drive-bys. New York: Aldine de Gruyter, 1994.

Written by an ethnographer, this study using the violent situation as the point of departure for a deeper understanding of how gangs work and why they engage in violence. Beginning by looking at various political and social conceptions of gangs, the author argues that violence is at the core of any meaningful definition of a gang. Violent situations and the gang behaviors they entail are thus "causes" of gangs: "without recognizable gang situations, the gang would be lost as an entity." After looking at patterns of violent situations and of gang trends, the study examines drive-by shootings, which the author terms a "strategy" that is useful in armed warfare and that has its own "vocabulary of motives"-among which are the desire to act in a way that will protect the gang. Next, "gangbangs" are examined as situations in which initially unfocused interactions become focused and violent, either because gang members seek to escalate the situation or because they lack the skills to defuse it. Robberies, assaults, extortion, and other gang-committed violent acts are investigated as instances in which nongang members are victimized. After discussing various gang styles and different ethnic gangs, the study turns to the question of how the police handle gangs-largely through strategies of "proactive intervention and documentation of gang members."

Schwartz, Audrey James. "Middle-Class Educational Values Among Latino Gang Members in East Los Angeles County High Schools." Urban Education 24 (October 1989): 323-342.

Self-administered questionnaire data obtained from 1983 to 1984 from 3,540 tenth graders and 350 of their teachers and school administrators in 19 high schools in eastern Los Angeles County reveal that many pupils associate with gangs for the social rewards they offer, which are not necessarily at odds with school objectives. Of the 261 students who acknowledged gang association, many valued good grades, desired to complete high school, and hoped to work at jobs that would require at least a high school diploma. However, most school administrators ascribed stereotypic gang-related motivations to them and attempted to control potentially disruptive gang behavior at the expense of seeking means to foster the students' individual

academic and social development. Gang-related administrative practices are reported, followed by recommendations for change in policy and practice.

Short, James F., Jr.   "Poverty, Ethnicity, and Crime: Change and Continuity in U.S. Cities." Journal of Research in Crime and Delinquency 28 (November 1991): 501-5 18.

This is a review essay on the following books: Elijah Anderson, Streetwise: Race, Class, and Change in an Urban Community (Chicago: University of Chicago Press, 1990); Martin Sanchez Jankowski, Islands in the Street: Gangs and American Urban Society (Berkeley: o   f California Press, 1991); and Wesley G. Skogan, Disorder and Decline: Crime and the Spiral of Decay in American Neighborhoods (New York: Free Press, 1990). Aspects of urban community poverty, crime, and ethnicity not captured in institutional records and data banks are examined from different perspectives.   For 15 years, Anderson utilized participant observation and ethnography to study the activities and interdependence of a largely white, middle-class, gentrifying community and a black, lower-class community on opposite sides of a city thoroughfare. Skogan discusses the relationship of disorder to crime and community change based on field reports and survey data from inner-city neighborhoods in Atlanta, Chicago, Houston, Newark, Philadelphia, and San Francisco.   He also assesses, in a less comprehensive manner, police programs and community efforts to control disorder.   Sanchez Jankowski investigates gangs from many ethnic groups and focuses on the gang and its goals as an organizational entity. All three books are discussed in the contexts of poverty, social capital, communities, organizations, and social control.   The strengths and weaknesses of the authors' research strategies and analyses complement each other; furthermore, they emphasize the need for research to determine underlying dynamics and theory that will enhance understanding of ever-changing reality.

Short, James F.   "Cities, Gangs, and Delinquency."   Sociological Forum 5 (December 1990): 657-668.

This is a review essay on the following books: Jay MacLeod, Ain't No Makin' It: Leveled Aspirations in a Low-Income Neighborhood (Boulder, CO: Westview Press, 1.987); John M. Hagedom and Perry Macon, People and Folks: Gangs, Crime and the Underclass in a Rustbelt City (Chicago: Lake View Press, 1988); and Mercer L. Sullivan, "Getting Paid": Youth Crime and Work in the Inner City (Ithaca, NY: Cornell University Press, 1990). These field studies report the beginning, development, and processes of gang-type groups in the early 1980's. MacLeod presents a participant observer study of two groups of young men living in a public housing development in a northeastern city.   The analysis, including fieldwork methods, is impressive, although the discussion of the political potential of gangs may be considered naive. Hagedorn, director of Milwaukee's first gang intervention program, describes the shaping of gangs as a result of changing ethnic patterns among the descendants of European immigrants, blacks, and Hispanics, and as a result of court-ordered desegregation. A discussion of community reaction to the gang problem emphasizes the value of local construction of alternative approaches. Sullivan's study in Brooklyn, New York, examines cliques of 11 young men of Puerto Rican descent, 14 black youths in a public housing project, and 13 white descendants of European

immigrants. Compared with the **MacLeod** and Hagedorn studies, the research has the advantages of an ethnographic focus, systematic interviewing, and theoretical synthesis. The studies, confirming that structural economic changes are building a permanent underclass, make substantial methodological, theoretical, and substantive contributions, and set patterns for continuing field-based research on the adaptive behaviors of young people and communities. (Copyright 1991, Sociological Abstracts, Inc., all rights reserved.)

Sipchen, Bob. <u>Baby Insane and the Buddha</u>. New York: Doubleday, 1993.

This is an account of the collaboration of San Diego police officer Patrick Flannigan "Buddha" Birse and Crip gang member Kevin "Baby Insane" Glass. Admitted into the Witness Protection Program by the FBI, Glass became a key informer in "Operation Blue Rag," aiding San Diego police in launching the biggest gang-related drug bust on record, which brought temporary peace to San Diego's most dangerous gang turf. Sipchen conducts an examination of the evolution and inner workings of youth gangs.

Skolnick, Jerome H. <u>Gang Organization and Migration</u>. Sacramento: State of California, Department of Justice, 1991.

This report consists of two related papers. "Gang Organization and Migration" is a descriptive study based on interviews with California inmates during 1988 and 1989. "Drugs, Gangs, and Law Enforcement" describes interviews with and observations of law enforcement responses to gang migration. By late 1988, police departments all over the United States were reporting that California gang members were extending their cocaine-selling operations to new markets. The cultural and structural organizations of gangs, rather than law enforcement or market pressures, offer the most compelling explanation of why some members of gangs migrate while others do not. Horizontally organized cultural gang structures, such as those found in Los Angeles, furnish the individual gang member with resources (confidence, beliefs, courage, attitudes toward risk) that facilitate venturing into new marketing territories. Observations and interviews were conducted in 1989 with police and prosecutors in Kansas City and Seattle, two of the cities that had experienced significant gang migration. The law enforcement response to drug distribution must be understood to be structurally limited. These limitations are virtually inevitable in enforcement of criminal law in a democratic, free society, against crimes based on a market economy, and involving entrepreneurs who sell products that are popular and illegal.

Spergel, Irving A. "Youth Gangs: An Essay Review." **Social Service Review** 66 (1992): **12**1-**140.**

In view of the fact that United States Federal policy will call increasingly on social agencies to address the youth gang problem, reviewed here are nine recent case studies that provide topical information. The works cover various ethnic subgroups (e.g., Chinese and Hispanic) and correlates of gang membership (e.g., drug use and crime) in cities across the nation. Described here are the following: research method, theory and problem definition, racism, behavior

patterns, drugs and violence, personality issues, female membership, and policy and program. (Copyright 1992, Sociological Abstracts, Inc., all rights reserved.)

Spergel, Irving, A. "Youth Gangs: Continuity and Change." In <u>Crime and Justice: A Review of Research</u>, eds. Michael Tonry and Norval Morris. Chicago: University of Chicago Press, 1990.

This essay describes what is known about youth gangs in the United States. The author explains gang phenomena, mainly within social disorganization and poverty perspectives, and discusses the effectiveness of organized responses to the problem.

Spergel, Irving A., et al. <u>Survey of Youth Gang Problems and Programs in 45 Cities and Six Sites</u>. Chicago: University of Chicago, School of Social Service Administration, 1990.

A survey was conducted of 254 respondents in 45 U.S. cities and 6 institutional sites (mainly correctional schools) to discover promising approaches to dealing with the youth gang problem. Respondents largely represented criminal justice, educational, and community service agencies. A variety of research methods and statistical procedures were used to analyze the data. Gang problems and programs seemed to be concentrated in certain states and cities, mainly California and Illinois. A majority of respondents believed that selling drugs at the street level is a primary purpose of youth gangs. The law enforcement response was the dominant one among official agencies. Five strategies of intervention, employed in various combinations, were identified: community organization; social intervention (focusing on individual behavioral and value change); opportunities provision (education, job training, employment); suppression (arrest, incarceration, and monitoring); and organization and development change. Analyses of the relation between strategies of intervention and causes of the youth gang problem at the aggregate level suggested a certain degree of mismatch. Community organization and opportunities provision achieved higher scores on general effectiveness than the other three strategies; the former was an effective strategy in emerging gang problem cities, the latter in chronic gang problem cities.

Stark, Evan. <u>Everything You Need to Know About Street Gang</u>s. New York: Rosen Publications, 199 1.

This book examines the phenomenon of street gangs, the reasons youths join them, the danger they can hold, and ways of preventing youths from becoming involved in them.

Suall, Irwin, and David Lowe. "Shaved for Battle: Skinheads Target America's Youth." <u>Political Communication and Persuasion</u> 5 (1988): 139- 144.

Gangs of shaven-headed youth sporting neo-Nazi insignia and preaching violence against blacks, Jews, and other minorities have become a menacing presence in several United States cities. The

number of skinhead activists at present is small, not more than several hundred across the United States, but they are growing, and their glorification of violence and potential for attracting alienated youngsters merit the attention of community leaders as well as law enforcement officials. One of the major attractions of the skinheads for young people is their close association with a type of hard-driving music called "white power" music. The music, as well as the movement itself, originated in Great Britain, where skinheads are more numerous and have been linked to neofascist groups. The possible recruitment of skinheads into the neo-Nazi movement is discussed, along with the criminal activity of skinhead gangs.

Takata, Susan R., and Richard G. Zevitz. "Divergent Perceptions of Group Delinquency in a Midwestern Community: Racine's Gang Problem." Youth and Society 21 (March 1990): 282-305.

Gang delinquency is a concept that is constructed from people's perceptions, assessments, and reactions to the collective behavior of law-violating adolescents. The label "gang member" is a social status that defines the way certain youth are perceived and dealt with by others, including agents of the legal system. Here, L. Yablonsky's "near-group analysis" of delinquent gangs and his notion of "varied perceptions" as to what it means to be a member of a gang are corroborated in a study of street gangs in Racine, Wisconsin. Discussion is based on data obtained via surveys of 534 adults and 458 students, supplemented by interviews with key individuals. It is argued that the "gang" phenomenon in Racine is a "reality" that does not exist apart from the perceptions of those who give it meaning. Such perceptions are the product of interpersonal and collective reactions. The multiple realities of Racine's gang situation are described, showing how the law-violating activities of neighborhood youth are perceived quite differently by various segments within the community.

Taylor, Carl S. Dangerous Society. East Lansing: Michigan State University Press, 1990.

This in-depth study provides first-hand experience of crack and heroin gangs through interviews with crew members, nonmembers, and neighborhood bystanders. Taylor provides strategies for beginning to combat the problem of urban drug gangs in Detroit as well as the many other areas experiencing similar problems. His primary recommendation is the Community Team Effort, consisting of the following: (1) the family and home; (2) strong schools; (3) jobs, the economy, and businesses; (4) criminal justice; and (5) the church.

Taylor, Carl S. Girls, Gangs, Women, and Drugs. East Lansing: Michigan State University, 1993.

This book closely examines the lives of young, inner-city black women and the stigmatization and alienation they experience in a world that isolates them because of their race, gender, and poverty. Taylor paints a vivid picture of the new rawness and toughness of this female culture; in the 1990s, young black women are participating in gangs and crime "as never before in urban America." To give an inside view of the life of gang- and crime-involved young women, this

book contains numerous compelling interviews and case studies, along with a new and **well-described typology** of gangs and an historical overview of female gangs. Finally, this study presents the perspective of women attorneys, judges, corrections officers, social workers, and police officers.

Thornberry, Terence, et al. "The Role of Juvenile Gangs in Facilitating Delinquent Behavior." Journal of Research in Crime and Delinquency 30 (February 1993): 55-87.

This study examines alternative explanations for why gang members are more likely to have higher rates of serious and violent crime than **nongang** members. Specifically, three models are posited: (1) a selection or "kind of person" model; (2) a social facilitation or "kind of group" model; and (3) an enhancement model that combines aspects of the selection and social facilitation models. Each model has different implications for the rate of delinquency and drug use of gang members before, during, and after membership in a gang. Data from the Rochester Youth Development Study, a panel study of adolescents at high risk for **serious** delinquent behavior and drug use, are used to compare these models. Findings indicate that gang members, as compared to **nongang** members, did not have higher rates of delinquent behavior or drug use before entering the gang; however, once they became members, their rates increased substantially. Moreover, when gang members left the gang, their rates of delinquency typically were reduced. The results are interpreted as being supportive of the social facilitation model.

U.S. Department of Health and Human Services, Public Health Service. "Weapon Carrying Among High School Students-United States." Morbidity and Mortality Weekly Report 40 (1991): 681-696.

This study examines the prevalence and incidence of all self-reported weapon carrying among high school students in the United States during 1990. Data were drawn from the national school-based Youth Risk Behavior Survey, a component of the Youth Risk Behavior Surveillance System. Approximately 1 of every 5 high school students carried a firearm, knife, or club at least once during the 30 days preceding the survey. About 1 in 20 carried a firearm, usually a handgun. Black and Hispanic **males**—those students most likely to have carried potentially lethal weapons-were also at the highest risk for homicide victimization. An estimated 71 **weapon**-carrying incidents occurred per 100 students per month. Students who reported carrying weapons 4 or more times during the 30 days preceding the survey (8.7 percent of all students) accounted for nearly three-fourths (70.9 percent) of such incidents.

U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control. "Forum on Youth Violence in Minority Communities: Setting the Agenda for Prevention (Summary of the Proceedings)." Public Health Reports 106 (May 1991): 225279.

This report presents a summary of the proceedings of the Forum on Youth Violence in Minority Communities, held in Atlanta, on December 10-12, 1990. Cosponsored by the Centers for Disease Control and the Minority Health Professions Foundation, the Forum observed that both

ethnic and minority populations bear much of the burden of illness and death in society, due in part to their over-representation in the incidence of fatal and nonfatal injuries associated with interpersonal violence. It is asserted that (1) minority groups should be targeted in the fight against violence-related injuries, and (2) the larger social context in which violence occurs-poverty, racism, unemployment, and lack of educational opportunities-should be addressed. Group discussion topics included the following: the necessity of social change in preventing violence; preventing minority youth violence despite risks and imperfect understanding; violence as a greater killer of children than disease; application of principles of community intervention; violence prevention strategies targeted at the general population and high-risk minority youth; weapons and minority youth violence; and community-based violence prevention programs. Panel discussions included the funding of community interventions to prevent violence. Specific minority health needs identified include (1) better data, (2) more comprehensive surveillance systems to identify at-risk populations and (3) better evaluations of prevention programs. The solution to violence can be achieved only with a coordinated effort on the parts of communities, churches, researchers, educators, volunteers, social workers, and families.

U.S. Department of Justice, Bureau of Justice Statistics. 20th ed. <u>Sourcebook of Criminal Justice Statistics</u>. Washington, D.C.: Government Printing Office, 1992.

This volume brings together nationwide crime data displayed by regions, States, and cities to increase their value for local decisionmakers and for comparative analyses. The <u>Sourcebook</u> contains sections that cover (1) characteristics of the criminal justice systems, (2) public attitudes toward crime and criminal justice-related topics, (3) nature and distribution of known offenses, (4) characteristics and distribution of persons arrested, (5) judicial processing of defendants, and (6) persons under correctional supervision.

U.S. Department of Justice, National Institute of Justice. <u>Street Gangs: Current Knowledge and Strategies.</u> Washington, D.C.: NIJ, 1993.

Drawing on a literature review and program reports, telephone interviews with experts, and testimony from public hearings on gang violence, this report examines three major questions about gangs: what they are and what they do; the features of current gang prevention, intervention, and suppression efforts; and other useful strategies for dealing with gangs. The most viable prevention strategies appear to be those that ensure community safety while (1) improving the life skills of individuals at risk of gang involvement, (2) enhancing personal and financial opportunities for legitimate success, and (3) reinforcing school and family support systems. The report concludes with a call for approaches that entail "fundamental institutional changes," including changes in the educational system, a greater community focus on the part of the criminal justice system, and the provision of employment opportunities in gang-ridden neighborhoods.

U.S. Department of Justice, Office of Justice Programs, National Institute of Justice. "Drugs: Youth Gangs." Crime File Series. Washington, D.C.: U.S. Department of Justice, 1990. Videocassette.

The video presents a portrayal of juvenile gangs in Los Angeles and a panel discussion of gang involvement in drug trafficking, sociological explanations of gangs, and strategies for countering gangs.

Vaux, Alan, and Mary Ruggiero. "Stressful Life Change and Delinquent Behavior." American Journal of Community Psychology 11 (April 1983): 169-183.

This work examines life change in relation to self-reported involvement in five specific types of crime and delinquency among members of a noninstitutionalized sample. Students (n = 53 1, ages 14 to 19) were administered a questionnaire concerning how frequently in the 6 months since school started they had performed each of 26 criminal or delinquent acts and how many of 20 potentially stressful life events they had experienced in the year preceding the start of school. Analyses showed that for both males and females, life change added significantly to age and socioeconomic status in predicting violence, theft, drug use, property damage, and a group of relatively nonserious delinquent acts. On the basis of social psychological theory and research, possible explanations in the link between life stress and specific forms of crime and delinquency are discussed as part of a proposed life stress/deviance model.

Vigil, James Diego. Barrio Gangs: Street Life and Identity in Southern California. Austin: University of Texas Press, 1988.

Drawing on many years of experience as a youth worker, high school teacher, and researcher, James Diego Vigil identifies the elements from which gangs spring: isolation from the dominant culture, poverty, family stress and crowded households, peer pressure, and the adolescent struggle for self-identity. Using interviews with gang members, Vigil reveals how the gang often functions as parent, school, and law enforcement in gang members' lives. He accounts for the longevity of gangs, sometimes over decades, by showing how they offer barrio youths a sense of identity and belonging nowhere else available. This is a holistic approach to the study of gangs that takes into account the varied social conditions that give rise to gang activity. Only by understanding these complex factors, Vigil asserts, can gang violence be ended. His book is separated into six sections that address the ecological and socioeconomic background to the emergence of street gangs, the sociocultural factors in the "choloization" of Mexican American youths, four case histories, the gang subculture as a way of life, drugs, crime, and violence, and the psychodynamics of gangs.

Vigil, James Diego. "Group Processes and Street Identity: Adolescent Chicano Gang Members." Ethos 16 (December 1988): 421-445.

The author demonstrates how a youth's identity is inspired and affirmed by commitment to and identification with a gang and how the group itself and the roles that group members take provide youths with ingredients for self-identification. In the case of the described Chicano street gang, the group becomes incorporated into the member's ego ideal. Roles provided by the gang and the symbols and rituals by which these roles are enacted reinforce this identity. Research was conducted from 1976 to 1981 in urban, suburban, and rural barrios of Southern California. Data (including case studies) were collected by interviews with gang members, their peers and relatives, and representatives of the criminal justice and public service systems. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Vogt, Kimberly Ann. "Subcultures of Self and Other-Directed Violence: Suicide, Homicide and Accidental Death in the United States, 1980-1984." Ph.D. dissertation, University of New Hampshire, 1989.

This study examines suicide, homicide, motor vehicle accidental death, other accidental death, and a combined violent death rate for each of America's 50 states. Suicide, homicide, and accidental death are all defined as forms of violent death. Three characteristics were identified that provide the rationale for studying violent death in aggregate form: (1) the intent of the action, (2) aggression, and (3) self-destructiveness and risk taking. Two theoretical explanations were used in the examination of violent death. The theory of a functional alternative was used to explain the combinations of social characteristics which statistically best predicted increased risk of violent death. The study examined the relationship between rates of violent death and measures of cultural support for violence. Sex and race-specific rates of violent death were examined as well as divorce rates; percentage of poor, metropolitan, black individuals; Confederate South/non-South; and percentage aged 18 to 24. The final models demonstrated only mild support for the subculture of violence thesis. The most striking lack of support for this hypothesis was demonstrated in the homicide models. The percentages of black and Confederate South, variables that have been positively correlated with homicide in past research, were not significantly associated with sex and race-specific rates of homicide. The models for motor vehicle accidental death were very well explained by the subculture of violence argument. It was concluded that future research should continue to explore the relationship among suicide, homicide, and accidental death.

Webb, Margot. Coping With Street Gangs. New York: Rosen Publications Group, 1990.

This book discusses why gangs exist, why males and females join them, and the inner workings of gangs. The author also discusses how to cope with the ever-present threat that gangs pose to youths and their families.

Wilson, William J. "Studying Inner-City Social Dislocations: The Challenge of Public Agenda Research." American Sociological Review 56 (February 1991): 1-14.

Presented is a framework that brings together social-structural and cultural perspectives on urban poverty. The purpose is to develop a broader theoretical context for the debate over the "ghetto underclass." The framework outlines empirical and theoretical issues that guide further research. It suggests variables that have to be taken into account to arrive at a satisfactory explanation of what Wilson feels is one of the most important domestic problems in the last quarter of the twentieth century-the rise of social dislocations in inner-city ghettos.

Wolfgang, Marvin, Terrence P. Thornberry, and Robert Figlio, eds. From Boy to Man, From Delinquency to Crime. Chicago: University of Chicago Press, 1988.

This study describes and analyzes the official delinquent careers of the Philadelphia birth cohort of 1945. The work focuses on the age of onset of delinquency, the age distribution of delinquent events, and changes in the type and seriousness of delinquent acts committed across the offenders' adolescent years.

Zevitz, Richard G., and Susan R. Takata. "Metropolitan Gang Influence and the Emergence of Group Delinquency in a Regional Community." Journal of Criminal Justice 20 (1992): 93-106.

The goal of this study is to assess whether youth gangs in Kenosha, Wisconsin spread from Chicago or arose from within the community. Data were gathered from interviews with 23 members of four separate gangs and with delinquency control personnel; from police, welfare, and school case files; and from newspaper accounts of local gang activities. Minority youth gangs in Kenosha are essentially the outgrowth of underlying social and economic conditions, and not the product of big-city street gang diffusion. The police, schools, and other local officials advanced the "diffusion" interpretation of the gang situation consistent with their vested interests. Through the media's adoption of the official (diffusion) perspective on Kenosha gangs, an already marginal group of poor and minority youths came to be defined as "problematic."

SECTION 2

Youth Violence Prevention Programs

2. Youth Violence Prevention Programs

These articles and reports evaluate programs around the United States carried out by educators, police departments, and community service organizations that aim to prevent youth violence.

Agopian, Michael W. "Targeting Juvenile Gang Offenders for Community Service." <u>Community Alternatives International Journal of Family Care</u> 1 (1989): 99-108.

This article reports on a community service supervision project in Southern California serving juvenile offenders who are gang members. The service is designed to reduce gang recruitment. Most of the juveniles have committed property-related or substance abuse offenses. Issues examined include the law relating to community service for juveniles in California and the philosophy and structure of the community service project. Client characteristics are described, based on data from the initial 300 clients accepted into the program. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Aurora, Colorado, Community Gang Task Force. <u>Final Report</u>. Aurora: City of Aurora, 1989.

In order to combat the increasing prevalence of gang-related crime on the streets of Aurora, Colorado, concerned citizens formed a Gang Task Force, which produced this report and recommended strategies to the Mayor and City Council in July 1989. The Task Force advocates effective education of the community, providing alternatives for young people, breaking down barriers between institutions, sharing existing resources, developing new ones, and coordinating the community's efforts to avoid duplication and enhance cooperation. Goals of the Task Force include the following: (1) to disseminate consistent, responsible information about gangs to the community; (2) to encourage a broad base of community participation in understanding and addressing gang issues; (3) to initiate and expand educational programs for youths and parents on gang issues through schools and churches; (4) to increase the availability of recreational and leisure activities for youths and to develop more structured after-school and summer programs/classes; (5) to explore programs or policies in local school districts to provide alternatives for youths; (6) to increase police resources available to combat gang problems; (7) to insure testimony by victims and witnesses of gang-related activity; (8) to provide tougher consequences during the prosecution phase; (9) to provide tougher consequences with respect to sentencing; and (10) to lobby for changes in legislation to better control gang-related behavior.

Austin, D., and J. Braaten. "Turning Lives Around." <u>Police Chief</u> 58 (1991): 36-38.

The Greater Portland Police Activities League (PAL), modeled on the Police Athletic League, sponsors sports activities for boys and girls who appear to be at high risk of gang or alcohol and drug involvement. Working with other community agencies, PAL seeks to reduce the incidence of juvenile crime, provide positive alternative activities, and foster understanding between youths and police. The PAL program fits into the Portland department's intentions to adopt a

philosophy of community policing over the next five years. Since the inception of PAL in 1989, the six area law enforcement agencies have conducted a Sport Quickness Day Camp for 600 at-risk youth, organized events in which officers participate with PAL children, continued to involve other agencies and community resources in the effort, and broadened the initial scope of the program to include a substance abuse education program.

Bloom, L. "Community Policing Nips Gang Problem in the Bud." <u>Law and Order</u> 40 (1992): 67-70.

This article describes the Gilroy, California, Police Department's award-winning Gang Suppression Program, which has mobilized the community to work with the police in countering gangs and can easily be implemented in similar towns across the nation. Prior to the implementation of the program, Gilroy experienced a range of gang activity, from graffiti to assaults and drive-by shootings. The police effort to counter gang affiliation and lawbreaking involved contacts with all types of community organizations to inform them about the gang problem and how various types of community action could help prevent and address the problem. In response to the police challenge and program suggestions, community organizations held a drug-free dance that attracted the whole spectrum of youths. Two Chambers of Commerce developed an "Adopt a School" program, which involves business persons in one-on-one contacts to acquaint youths with the lifestyles of various business men and women. In cooperation with the Drug Abuse Council, the police are planning a Hispanic Cultural Awareness Day to inform parents of high-risk youths about gang problems. Businesses have cooperated with the police in the development of a graffiti-removal program, and the city's main newspaper regularly carries front-page stories on the police department and community efforts against gangs. Police teach a 12-week Drug Abuse Resistance Education (DARE) program in the city's eight elementary schools. The program has been modified to teach children how to resist not only the pressure to use drugs but also the pressure to join gangs. The police conduct workshops on parenting skills and visit the homes of gang members to explain to parents and youths the possible consequences of involvement in gang activity.

Boyle, J., and A. Gonzales. "Using Proactive Programs to Impact Gangs and Drugs." <u>Law and Order</u> 37 (August 1989): 62-64.

This article presents information on the Sacramento Police Department's Partners in Prevention, which facilitates partnerships between police officers and school teachers to teach students about substance abuse.

Burt, Martha, et al. "At-Risk Youth." <u>The Urban Institute Policy and Research Report</u> 23 (Winter/Spring 1993): 11-19.

Articles in this issue review the drawbacks of traditional programs for at-risk youths, discuss an alternative service approach based on a new definition of risk, and cite examples of programs that move in this direction. For example, there is an article on identifying a new definition of risk,

building on it to develop the framework for this approach, and discussing the benefits of programs that offer integrated and/or comprehensive services. An assessment of the importance of caring argues that the concept of caring is central to the effectiveness of services that foster youth development. A piece on measuring the demand for services finds that many serious problems among youths are poorly covered by community monitoring systems and recommends improvements to enable more effective service planning. A discussion on removing obstacles to learning reviews barriers preventing some adolescents from succeeding in school and offers examples of promising programs that help them to surmount these barriers. A final article on special needs of migrant youths suggests that students from migrant families face additional hurdles to school success and may require programs specifically tailored to address them.

Cook, D. D., and C. L. Spirrison. "Effects of a Prisoner-Operated Delinquency Deterrence Program: Mississippi's Project Aware." Journal of Offender Rehabilitation 17 (1992): 89-99.

A sample of 176 adjudicated juvenile delinquent males were divided into a treatment group of 97 randomly assigned offenders, all of whom attended the Mississippi Department of Corrections Project Aware Program, and a control group of 79 subjects. Data were collected to evaluate the nonconfrontational, prisoner-run juvenile deterrence program.   The results showed that participation in the treatment program had no significant effect on unexcused school absences, recidivism, or the frequency and severity of subsequent offenses. The major finding of this study was the significant reduction in school dropout rates of juvenile delinquents who attended the program and those who did not. This finding could have important implications for youth court officers, legislators, educators, and corrections officials when considering the development of prisoner-run delinquency deterrence programs. If they continue to reduce dropout rates, such programs would be very cost effective.

Dillbeck, Michael C., Carole Banus, Craig Polanzi, and Garland S. Landrith, III. "Test of a Field Model of Consciousness and Social Change: The Transcendental Meditation and TM-Sidhi Program and Decreased Urban Crime." Journal of Mind and Behavior 9 (Autumn 1988): 457-486.

Three studies are reported that test the prediction that participation in the Transcendental Meditation (TM) and TM-Sidhi program reduces crime. Using statistical data on urban crime rates from the Federal Bureau of Investigation and statistics on TM and TM-Sidhi program participation, two panel studies were conducted between 1972 and 1979. Results indicate an influence of TM program participation on decreasing crime rates. A similar conclusion was supported by an analysis of statistical data that assessed the relationship between weekly variations in the number of participants in the group practice of the TM and TM-Sidhi program and decreased violent crimes in Washington, D.C., in 1981 and 1982. Theoretical and practical implications of these results are discussed.

Galtung, Johan. "Cultural Violence." <u>Journal of Peace Research</u> 27 (August 1990): 291-305.

This is a discussion of the concept of "cultural violence," defined as any aspect of a culture that can be used to legitimize violence in its direct or structural form. Symbolic violence does not kill or maim like direct violence or violence built into the social structure, but legitimizes either or both. The relations between direct, structural, and cultural violence are explored. Examples are presented of cultural violence from the fields of religion and art and language. The theory of cultural violence is then related to Gandhism. It is concluded that culture as a major focus of peace research deepens the quest for peace and contributes to the potential formation of the discipline of "culturology."

Guerra, Nancy G., and Ronald G. Slaby. "Cognitive Mediators of Aggression in Adolescent Offenders: II. Intervention." <u>Developmental Psychology</u> 26 (March 1990): 269-277.

A 12-session intervention program, based on a model of social-cognitive development, was designed to change ways of thinking that correlate with aggression. One-hundred-twenty male and female adolescents incarcerated for aggression offenses participated in either the cognitive mediation training program, an attention control group, or a no-treatment group. Compared with youths in both control groups, youths in the treatment group showed increased skills in solving social problems, decreased endorsement of beliefs supporting aggression, and decreased aggressive, impulsive, and inflexible behaviors, as rated by staff. Post-test aggression was directly related to change in cognitive factors. No group differences were detected for a number of parole violators up to 24 months after release. The ways in which changes in skills and beliefs may mediate changes in aggressive behavior are discussed.

Hollin, Clive R. "Cognitive-Behavioral Interventions With Young Offenders ... In Custody?" <u>Issues in Criminological and Legal Psychology</u> 15 (1990): 29-38.

This article compares individual, residential and community cognitive-behavioral interventions for young offenders. Interventions discussed include individual behavior therapy, social skills training, individual cognitive-behavioral programs, secure institutions, residential establishments, school-based interventions, family-based interventions, probation, and diversionary projects. It is argued that cognitive-behavioral procedures may offer a means of reducing the likelihood of future offending.

Houston, Richard, and Steven Grubaugh. **"Language for Preventing and Defusing Violence in the Classroom."** <u>Urban Education</u> 24 (April 1989): 25-37.

Few teachers are adequately trained to deal with the violent outbreaks that are becoming more common in American schools. While reports of students taking hostages or students killing each other are increasing in frequency, violence can be nonphysical as well as physical; deliberate interference with a teacher's authority and the intentional disruption of the educational process are also violent acts. It is suggested that coping with classroom violence is a two-stage process:

(1) a proactive strategy that combines measures intended to lessen the possibility of violent occurrences, and (2) a reactive strategy that uses a predetermined response to violent confrontations to help defuse, contain, and control the violent situation. Various examples of language use are presented that are helpful in establishing order and in dealing with students exhibiting violent behavior.

Irby, J. E. "Dealing With Youth at Risk: 4-H Outlines New Initiative." Corrections Today 51 (1989): 86, 88-91.

The 4-H youth development program, the youth education portion of the Cooperative Extension System, has begun a program designed to help youths at risk of delinquency. The initiative will focus on keeping youth in school and developing their potential. It will expand and deliver successful experiential education programs that focus on youths at risk of dropping out of school. Some programs will target high-risk youths in urban and rural communities where economic opportunities are limited. Youth professionals and volunteers will be trained to work with youths, families, neighborhoods, and the larger community to prevent and treat problems. All programs will be multilingual and multicultural to ensure opportunities for all youths. The initiative will build on existing outreach programs for troubled youths. Some of these programs developed in localities throughout the nation address substance abuse, teen pregnancy and sexually transmitted diseases, child abuse and neglect, "latchkey" children, leadership and skills development, and restitution/community service projects for court-referred youths.

Irby, M. A., and M. W. McLaughlin. "When Is a Gang Not a Gang? When It's a Tumbling Team." Future Choices 2 (Fall 1990): 31-39.

The experience of the Jesse White Tumbling Team in Chicago shows how one organization successfully matches and transforms the appeals and functions of gangs for disenfranchised youths through a structure that remarkably parallels the defining features of gangs. Since 1959, Jesse White has supported an attractive, organized alternative to gangs for almost 1,100 youths in the Cabrini-Green housing project. The organization's success also challenges claims about the inevitability of gang membership and involvement in destructive activities for minority youths from disadvantaged inner-city neighborhoods. The research literature shows that gangs provide identity and belonging and give a sense of discipline, power, and safety typically unavailable in their schools, communities, and families. They often provide financial benefits as well. The Jesse White Tumbling Team is similar to gangs in its structure and discipline, its use of uniforms to signify membership, its provision of material rewards through efforts in job placement and college scholarships, and its provision of group identity and security. By emphasizing the positive aspects and interests of youths, it provides the peer approval, community status, group cohesiveness, and support necessary to direct the members' social behavior in a positive way.

Jones, Marshall B., and David R. Offord. "Reduction of Antisocial Behavior in Poor Children by Nonschool Skill Development." Journal of Child Psychology and Psychiatry and Allied Disciplines 30 (September 1989): 737-750.

This study reports the effects of PALS ("participate and learn skills"), a nonschool skill development program offered to all youths 5 to 15 years of age living in a publicly supported housing complex in Ottawa, Ontario. Four-hundred-seventeen experimental and 488 control youths participated in the program. While participation was excellent, none but marginal and possibly nonexistent spillover effects on school performance or behavior in the home were observed. However, clear and significant changes occurred on unobtrusive measures of antisocial behavior outside home and school. A cost-benefit analysis indicated that potential savings, primarily in reduced vandalism but also in reduced police and fiie costs, greatly exceeded the cost of mounting the program.

Joyce, Daniel P. "Mediation: Impacting on Truancy and Dropouts in Cleveland." The Fourth R 16 (August/September 1988): 7.

This is an article about how the Truancy Intervention Through Mediation program works in Cleveland. School conflicts that often lead to truancy are identified early and addressed so that students feel heard and continue to attend.

Kolberg, William H. "Employment, the Private Sector, and At-Risk Youth." Annals of the American Academy of Political and Social Science 494 (November 1987): 94-100.

The high rates of crime and violence reflect in part the distress of one segment of U.S. society, i.e., at-risk youths. The private sector has a leading role to play in addressing unemployment as a root cause of alienated behavior among at-risk youths. In the coming years, the economy will require the participation of all our young people if growth is to continue. Already, thousands of business volunteers are active in over 600 private industry councils around the country under the Job Training Partnership Act to oversee training programs for at-risk youths. These councils offer a means for developing the coordinated holistic approach necessary for combatting the multiple problems of such youths.

Metis Associates, Inc. The Resolving Conflict Creatively Program: 1988-89 Summary of Significant Findings. New York: Educators for Social Responsibility, 1990.

This study evaluates the impact of the of the Resolving Conflict Creatively Program (RCCP) on four New York City schools during the 1988-89 school year. This quasi-experimental cross-sectional evaluation of the RCCP program involved 200 teachers, 176 participating students, and a matched control group of 219 students. Evaluation of the effectiveness of programs involved a survey of 150 teachers and 143 student mediators. The evaluation had four components: (1) program implementation; (2) impact of the program on participants; (3) impact of the program mediation component; and (4) recommendations for program improvements. Four survey

instruments were used to obtain evaluative information, including the following: (1) a teacher questionnaire to gain information about program effectiveness, implementation, impact, and suggestions for improvement; (2) an administrator survey focusing on program impact; (3) a student achievement test designed to measure understanding of the RCCP concepts and behavioral changes since the RCCP implementation; and (4) peer mediation surveys measuring effectiveness. Results of the program, according to teacher surveys, included less physical violence, fewer verbal put-downs, more caring behavior, and an increase in both empathetic skills and classroom cooperation. Evaluative surveys indicated that the program assisted with self-esteem, classroom management, problem-solving, and other additional personal skills. The authors suggest that, based on these findings, more staff development and training be provided, that parental involvement be incorporated, and that the program be expanded both within participating schools and to other schools.

Milton S. Eisenhower Foundation. <u>Youth Investment and Community Reconstruction: Street Lessons on Drugs and Crime for the Nineties</u>. Washington, D.C.: Milton S. Eisenhower Foundation, 1990.

This is a report describing the first ten years of the Milton S. Eisenhower Foundation's support for local crime prevention that emphasizes youth empowerment, community revitalization, and grass-roots action. During the 1980's, the foundation supported projects in Baltimore, Boston, the Bronx, Brooklyn, Cleveland, Miami, Minneapolis, Newark, Philadelphia, and Washington, D.C. For example, in Washington, D.C., the Around the Comer to the World community organization started a housing rehabilitation business that employs at-risk youths who have become role models for minority children. In Massachusetts, the Dorchester Youth Collaborative channeled at-risk youths in "prevention clubs" of the youths' own design, leading to effective anti-crack break-dancing videos with national distribution. Lessons from the projects in the 1980's include the foliowing: inner-city nonprofit organizations can be effective implementors; technical assistance to local groups increases the odds for success; reliance on volunteerism is no substitute for adequately resourced programs and adequately rewarded and trained staff; public sector agencies, including the police, have a central role to play in supporting community-based programs; "block watch" and other conventional community crime prevention tactics are sharply limited in the inner-city; and community groups need to be more involved in evaluation design, while evaluators should be "collaborators" rather than outside "experts." More evidence of long term crime reduction impact is needed, and evaluation standards must be raised. Projects sponsored by the foundation will continue testing what works best, and what does not work, in 12 cities during the 1990's. The demonstrations of the 1990's will employ or mentor high-risk youths with sufficient extended family-style discipline and social support to reduce crime and drug abuse, empower local inner-city nonprofit groups to operate programs that integrate crime prevention with economic development and develop financial self-sufficiency so that program activities can continue.

O'Neil, J., M. J. Marvin, and J. Aker. <u>Preventing Violence: Program Ideas and Examples.</u> Washington, D.C.: National Crime Prevention Council, 1992.

This booklet provides information on 27 violence prevention programs and is intended to provide a cross-section of prevention program types and approaches. Violence prevention ideas for children, neighborhood groups, and individuals are also provided, as well as a resource list of national violence prevention groups.

Porche-Burke, Lisa, and Christopher Fulton. "The Impact of Gang Violence: Strategies for Prevention and Intervention." In <u>Substance Abuse and Gang Violence,</u> ed. Richard C. Cervantes, 85104. Newbury Park, CA: Sage Publications, 1992.

This chapter reviews theory and literature on gang formation and membership. It identifies characteristics of programs that aim to prevent and intervene in gang violence. The focus is on community intervention.

Riverside County, Office of Education. <u>Gang Violence Suppression Program: Project COURAGE.</u> Riverside, CA: Riverside County, 1990.

This manual presents the procedures to be used by the volunteer and paid staff of Project COURAGE (Community Organizations United to Reduce the Area Gang Environment), a program designed to reduce youth gang membership and criminal activity, suppress gang activity, and work to achieve a safe community in Riverside County, California. The project was funded by a 1989 grant from the California Office of Criminal Justice Planning to the Riverside County Office of Education. The project involves this agency and five others: the county district attorney, sheriffs department, police department, probation department, and Urban League. The project focuses on seven school districts and provides prevention, intervention, and training for students, staff, and parents. Activities include tutoring, sports, counseling, workshops, job training and placement, and special projects conducted after school and on weekends at schools and in the community.

Roth, Henry J. "School Counseling Groups for Violent and Assaultive Youth: The Willie M's." <u>Journal of Offender Rehabilitation</u> 16 (199 1): 113-13 1.

A method for conducting counseling groups with violent and assaultive students who have school adjustment problems is presented. The major behavior patterns of such students are identified. The proposed technique can be used to explore how these students organize and give meaning to their school experiences. A variety of short- and long-term school-related themes are described, and suggestions made for tailoring their use to fit the group's counseling objectives.

Shaw, John. "Dealing Effectively With Gangs." <u>Thrust for Educational Leadership</u> 18 (May-June 1989): 12-13.

An increase in gang activity at a suburban middle class school in San Jose, California, is described from its inception to its escalation into a prominent community concern. Over three months, the situation was brought under control (as indicated by a decrease in the average 1.5 police calls per day to one per week) via the swift action of school administration in seeking outside professional help, recognition of changing demographics, high visibility, and open communication among staff, students, parents, police, and local community. Ongoing action to maintain the security of the campus continues, to ensure that the school is equipped to deal with the changes and to work with all parties involved.

Spivak, Howard, Alice J. Hausman, and Deborah Prothrow-Stith. "Practitioners' Forum on Public Health and the Primary Prevention of Adolescent Violence: The Violence Prevention Project." <u>Violence and Victims</u> 4 (September 1989): 203-212.

The Boston-based Violence Prevention Project, a multifaceted program, seeks to educate and work with the community on issues of anger and conflict resolution from a public health perspective. The main problem with violence prevention in the past has been the focus on adolescent violence through the criminal justice and legal fields, which use the threat of punishment as deterrence and rehabilitation as a secondary intervention. The key to violence prevention, argue the authors, is to identify the risk factors that precede violence, including poverty, adolescence, gender (male), and abuse. Designed to incorporate a public health model approach into preventing violence, the community-based program has been directed at both individual and community levels in Boston. At the individual level, the goal is twofold: (1) to create a curriculum that instills both a nonviolent ethos in the classroom and alternative responses to anger; and (2) to increase and better prepare support agencies to cope with youth who are already exhibiting violent behavior. On the community level, a mass media campaign has been instituted to raise awareness and provide a supportive environment for nonviolence. (PsychLIT Database, copyright 1990, American Psychological Association, all rights reserved.)

Tarrant County, Citizens Crime Commission, Gang Task Force. <u>Gangs in Tarrant County: Strategies for a Grass Roots, Holistic Approach to Gang-Related Crime</u>. Fort Worth, TX: Citizens Crime Commission of Tarrant County, 1991.

This plan of the Gang Task Force of Tarrant County, Texas outlines specific strategies for violence prevention. Three strategic categories are discussed: (1) prevention targets pre-gang involvement and is the most cost-effective approach to the problem in terms of human, monetary, and time resources; (2) intervention targets fringe and potential members, requires creative approaches that take advantage of the fluidity of gang membership, and takes place before a full commitment is made to the gang and/or a life of crime; and (3) enforcement targets hard-core gang members who have committed to the gang and related criminal activities. Specific strategies recommended by the Task Force include the following: (1) schools must accept the role of teaching social and moral as well as academic skills; (2) neighborhoods must take

ownership of the problems and reclaim their communities; (3) police departments need to become more community based; (4) media must recognize the power it exerts over youths and provide responsible programming that promotes positive qualities in youths, eliminating programming that glorifies negative behaviors and desensitizes youths to violence; and (5) businesses must take the lead in creating meaningful job opportunities and training programs for youths. This guide presents a wide range of research information on various types of gangs, such as school gangs, prison gangs, female gang members, and skinheads.

Tursman, Cindy. "Safeguarding Schools Against Gang Warfare." School Administrator 46 (May 1989): 8-9, 13-15.

This paper examines issues surrounding gang warfare in schools and offers methods of safeguarding schools from such dangers. School administrators are challenged with the issue of keeping violence and weapons out of the schools. Certain models, such as the Chicago Intervention Network and Philadelphia Crisis Intervention Network, utilize police protection, an information-gathering network, counseling, and former gang members. The author recommends that schools address the gang problem in a multidimensional fashion in terms of school climate, staff training, curriculum, and drug and gang education. Other suggestions are derived from experts in the field, including the following: (1) prohibit all gang-related signs and clothing; (2) paint over graffiti; (3) install adequate security systems; (4) know the students; (5) set high standards of discipline; (6) assign counselors to violent students; (7) encourage police-staff training; (8) work with other school-area groups; (9) provide security training to school personnel; and (10) provide for high adult visibility.

U.S. Department of Education, Office of Educational Research and Improvement. Drug Prevention Curricula: A Guide to Selection and Implementation. Washington, D.C.: Government Printing Office, 1988. ERIC, ED301851.

This publication is a response to problems encountered with substance abuse curricula. It represents the best thinking to date about drug prevention education. It shows what to look for when adopting ready-made curricula and suggests important lessons that ought to be part of any prevention-education sequence, including those developed by schools and school systems for their own use. The document opens with a summary checklist of the essential points to consider in selecting a prevention curriculum, adapting one for one's special needs, or designing one's own. This checklist is divided into three parts: before one begins, as one chooses a curriculum, and when the curriculum is implemented. These points are among those suggested: (1) determine the nature and extent of the drug problem in one's area; (2) develop a clear, concise policy against drug use in one's school; (3) commit to using a curriculum that conveys the no-use message; (4) provide for keeping parents informed about the curriculum; (5) establish a schedule for implementation and monitoring; (6) provide regular assessment; and (7) maintain communication among all persons and groups involved in the drug prevention effort. Curriculum guidelines are given for early childhood, upper elementary, middle school and junior high school, and high school levels. The appendices include lists of Department of Education resources, other Federal activities, and State agencies.

Van Voorhis, P. "Prevention of Delinquency: Towards Comprehensive Models and a Conceptual Map." International Review of Criminal Policy 39, 40 (1990): 45-53.

Despite the difficulties associated with establishing a conceptual framework for juvenile delinquency prevention, such a framework is necessary to understand, plan for, evaluate, and improve techniques and interventions aimed at reducing youth crime. The task of organizing a wide array of preventive interventions into a meaningful framework is complicated, since juvenile delinquency prevention involves an unorganized compilation of services. Social scientists have been unable to differentiate programs accurately or to compare and contrast existing strategies. Prior studies seldom have accounted for the complexity of services delivered or the nature of the youth population served. Four models are presented as credible approaches to differentiate delinquency preventive programs and practices: the public health model, classification by intervention strategy and service delivery system, theory and crime correlates as a basis for conceptualization, and conceptualization by level of intervention. It is hoped that the approaches also will furnish criteria for constructing a useful classification of delinquency prevention programs.   The author recognizes, however, that the approaches do not exhaust all possible program classification schemes.   Other experts, for example, have noted additional relevant criteria: ecological dimensions, organizational structure, individual characteristics of program participants, behavioral settings, functional or reinforcement properties, and client perceptions of the psychosocial climate.

Wheelock, Anne, and Gayle Dorman. Before It's Too Late: Dropout Prevention in the Middle Grades. Boston: Massachusetts Advocacy Center, 1988.

This is a joint report from the Massachusetts Advocacy Center and North Carolina's Center for Early Adolescence. The authors examine current practices in middle schools-suspensions, retention in grade, tracking and ability grouping, and other "messages of rejection." They then point out characteristics of successful middle schools and suggest promising approaches to dropout prevention. The authors include conflict resolution programs in this promising category.

Wheelock, Anne. "Strengthening Dropout Prevention: The Role of School Mediation Programs." The Fourth R 16 (August/September 1988): 1.

The author argues that conflict resolution programs can help students at risk of dropping out and also can serve to improve school climate and school "holding power." A realistic look at the possibilities, the limitations, and some recommendations to maximize impact.

Wilson-Brewer, Renee, et al. Violence Prevention for Young Adolescents: A Survey of the State of the Art. Washington, D.C.: Carnegie Council on Adolescent Development, 199 1.

This project was conducted in an attempt to answer a question often raised in Carnegie Corporation workshops on. adolescent/young adolescent: What have we learned from the

evaluations of violence prevention programs that might inform future efforts? This question was the starting point for discussions that took place July 12-13, 1990, in Washington, D.C. The report presents the results of a survey of 51 violence prevention programs around the country, including detailed case studies of a select sample, reviews of the evaluations of these programs, and recommendations for steps to be explored. This report is the result of a grant from the Carnegie Corporation of New York to Education Development Center, Inc., of Newton, Massachusetts, an 8-month project that set as its major tasks the following: (1) to identify violence prevention programs for young adolescents in the United States; (2) to collect data on each program, including goals, target populations, major activities, and evaluation methodologies and outcomes; (3) to create a workshop document that describes these programs, summarizes evaluation findings, critiques methodologies, and addresses such issues as barriers to effective program design, implementation, and evaluation; (4) to convene an interdisciplinary group of violence prevention practitioners, violence and aggression researchers, program evaluators, and government representatives, to discuss lessons learned and to collaborate in setting priorities for programs of service and research; and (5) to prepare a final report for public distribution.

Wormser, R. Lifers: Learn the Truth at the Expense of Our Sorrow. Englewood Cliffs, NJ: J. Messner, 1991.

This book, part of the Scared Straight Project, presents the hopes, dreams, despair, and consequences of bad choices experienced by individuals sentenced to life imprisonment and their efforts to help young people. Of 1 million men and women in prison throughout the United States, 600,000 are in State institutions, 100,000 are in Federal penitentiaries, and 350,000 are in local jails. More than 100,000 juveniles are in custody; 52 percent are white, 34 percent are black, and 12 percent are Hispanic. In 1975, four lifers who were part of an organization known as the Lifers' Group at East Jersey State Prison received permission to start a program to help keep troubled teenagers out of jail. As part of the Juvenile Awareness Program, the lifers have spoken to 35,000 young people directly and reached millions more through film and other communication channels. The lifers speak in very frank terms about prison conditions and the importance of responsible choices. Program critics, however, say that young people should not be exposed to offenders who have committed violent crimes. For the lifers, the program represents a high point in their prison existence.

Zigler, E., C. Taussig, and K. Black. "Early Childhood Intervention: A Promising Preventative for Juvenile Delinquency." American Psychologist 47 (August 1992): 997-1006.

Several early intervention programs demonstrated a multidisciplinary approach to delinquency prevention in which children were treated through their broad environment during their early years instead of being treated by isolated interventions. This meant working with parents to create a nurturing environment for the child, eliminating many factors that have been correlated with later delinquency. Six programs are described in this article. The Seattle Social Development Program gave children opportunities, skills, and rewards to interact successfully with family and school to form appropriate attachments and adopt their own value systems. The participation of low-income, black 3- and 4-year-old children in the Perry Preschool Project was

associated with fewer arrests, a greater commitment to school, and lower delinquency rates. The Syracuse University Family Development Research Program attempted to bolster disadvantaged children and families through extensive contact with parents and by providing supplemental child care. The Yale Child Welfare Research Program helped 17 mothers raising children in high-risk environments by alleviating the adverse effects of poverty through support systems, instructive home visits, and liaisons with local social services. The Houston Parent-Child Development Center, which sought to reduce behavioral problems, enhance performance of school-age children, and promote mental health of the family, was later shown in longitudinal followups to have a positive effect on hostility levels. Finally, other studies included the University of Rochester Nurse Home-Visitation Program and the Gutelius Child Health Supervision Study. These studies show that early parental involvement is a necessary element in good intervention programs. Expected benefits include the prevention of delinquency, poor social competence, and school failure.

SECTION 3

Youth Violence, Youth Gang, and Drug Prevention Curricula

3. Youth Violence, Youth Gang, and Drug Prevention Curricula

These manuals, guides, and packages provide examples of currently available curricular materials for use with youth groups by teachers and other mediators. These usually include modules that present information on alcohol, drugs, and violence. They also include interpersonal skills training modules for violence prevention. Many activity materials are included (e.g., questionnaires, games, story completions, role plays, group activities, discussion topics). These guides also include bibliographies for trainers and for youths, lists of programs and support organizations, and lists of videos and other media.

Anema-Garten, Durlynn. Above and Beyond: A Gang/Drug Prevention Program and Curriculum for Girls. Stockton, CA: Stockton Unified School District, 1991.

Girls in grades four through eight who participate in this pilot program learn communication, social, and problem-solving skills through small group process-sessions divided into eight units of four weeks each. The program also teaches basic life&ills through this group process, for example, developing conflict resolution skills, carrying out a personal action plan, listening and communicating effectively, refusing alcohol and drugs, and resisting joining a gang. The program includes field trips and special events such as mother/daughter and father/daughter events. Female mentors are recruited and community agencies develop community service projects for girls in the program. Topics include the following: you and your family, getting along with others, communication skills, drug and gang awareness, peer pressure and choices, "being a girl isn't easy," personal development skills, creating options and goals, personal safety, picking a role model, and reducing stress. Methods include group discussions, brainstorming sessions, role plays, partners, feedback and videotaping, multimedia, rewards, and evaluation.

Bedoy, John Vasquez. ABC Crisis Intervention Model. Tucson, AZ: Our Town, 1992.

This model, geared toward the Hispanic/Latino community, aids in the development of action plans for those coping with crisis. Its premise is that it is not the helper's responsibility to help those in crisis, but rather for those in crisis to be enabled to help themselves. Bedoy names three key steps in this process: (1) achieving contact, in which the intervenor establishes rapport between the person in crisis and the listener, creating a "safe" climate in which to begin problem-solving; (2) boiling down the problem, in which the person in crisis begins looking at key issues, concerns, and priorities; and (3) coping, in which the person in crisis identifies problem-solving alternatives, develops and commits to a plan of action, or decides that he/she is not yet ready to do so. Bedoy then sets the following five primary goals of intervention: (1) empowerment; (2) restoring a previous level of coping; (3) developing adaptive strategies; (4) insight/pattern recognition; and (5) linkage/enhancement of the support network.

Bickmore, Kathy, Phil Goldthwait, and John Looney. <u>Alternatives to Violence</u>. Akron, OH: The Peace GROWS, Inc., 1992.

This is a resource manual for facilitators of the Alternative to Violence (ATV) Workshops. ATV is an introductory course in creative conflict resolution for adults and teenagers. Involving active, experiential learning, the course is structured in twenty 45-minute units for maximum adaptability. The goals of ATV are as follows: (1) to increase participants' understanding of the sources and forms of violence; (2) to increase awareness of the many creative, nonviolent alternatives which exist for dealing with conflicts from the interpersonal to the international level; and (3) to give participants enough background, confidence, and basic skills to use nonviolent methods of conflict resolution in their own lives.

Center for Child Protection and Family Support. <u>FOCUS (Families Organized for Coping Under Stress): A Youth Gang, Drug Abuse Prevention Program. Leader Guide for Parent and Youth Groups.</u> Washington, D.C.: Center for Child Protection and Family Support, N. d.

This program targeting African-American youths (ages 11 to 14) can be adapted for other ethnic youths involved in delinquent behavior. It focuses on family intervention, communication, problem solving, decisionmaking, goal setting, expressing anger, identity, and heritage, among other topics. The leader guide is adaptable to a variety of facilitator skills and requires no specific training. The guide presents a general outline for conducting loosely-structured group sessions with parents and with youths exploring approaches to personal conflict and decisionmaking. The program requires 16 to 18 hours to complete. Each topic is explored for about two hours. Each module in the parent curriculum and the youth curriculum contains suggestions for a topic, sharing and reviewing, objectives, relevance of the topic, activities (exercises) for the session, ideas for processing and understanding the discussion, and closure. Some modules contain handouts, questionnaires, and worksheets.

Copeland, Noreen Duffy. <u>Managing Conflict: A Curriculum for Adolescents (Book One)</u>. Albuquerque: New Mexico Center for Dispute Resolution, 1989.

This is one in a series of three manuals prepared to assist juvenile corrections facilities in the implementation of the Youth Corrections Mediation Program. This program was developed by the New Mexico Center for Dispute Resolution in conjunction with three juvenile facilities operated by the New Mexico Youth Authority. The goals of the program are as follows: (1) to teach communication and conflict resolution skills to staff and residents in corrections facilities; (2) to improve the quality of life in the facilities; and (3) to ease the transition of youths from the corrections facilities to the home environment. The program consists of three components: (1) a curriculum designed to teach and reinforce communication, problem-solving, and anger management skills; (2) mediation, involving training of selected staff and residents in the mediation process; and (3) reintegration, involving conduct of mediations for residents and their families prior to the release of residents. Each program component is self-contained and can be implemented independently of the other components. Book One is divided into four topics (understanding conflict, communication skills, managing anger, and problem-solving skills) that

outline the objectives, materials needed, necessary preparations, a lesson overview, and a detailed set of procedures.

Johnson, Ulric. Gang; Violence Prevention Curriculum and Discussion Guide. Field test version. Boston: City of Boston, Department of Health and Hospitals, Gang/Drug Prevention Program, 1992.

Divided into six sessions, this curriculum takes an information and discussion approach. Topics include the following: defining gangs, myths about gang membership, stages of gang participation, dangers of gun violence, and consequences of drug dealing. The curriculum is oriented toward cultural sensitivity and includes several exercises for African-American youths. A list of programs involved in violence prevention around the country is provided. There is also an annotated list of recommended videos and their sources, and an extensive, recent bibliography (not annotated).

Kreidler, William J. Working It Out: An Elementary Level (K-5) Curriculum on Violence Prevention. Pilot test version. Boston: City of Boston, Trustees of Health and Hospitals, Gang Prevention Program, 1992.

This program teaches children new social skills using a model/practice/feedback approach with role playing and discussions. The program assists teachers and counselors in talking with and working with elementary age students on violence and related issues, to help them help children better understand violence and how to prevent it at home, school, and in the community. Its goals are to assist elementary teachers and counselors as they help children achieve the following: (1) develop an awareness of the problem of violence; (2) understand where violence comes from; (3) explore the relationship between violence, conflict and anger; and (4) discuss how to prevent violence. Each of seven chapters contains between three and five activities with some worksheets provided. Sessions define violence and distinguish it from conflict. They also discuss how to express anger; peer pressure; violence and television; how to stay safe; and how to appreciate diversity. The cultural diversity chapter contains eight activities on treating others with respect, listening, showing concern, and apologizing. The curriculum is based on research in violence prevention, conflict resolution, and social skill acquisition, and it has been written with the developmental needs of elementary children in mind. The strategies employed (roleplaying and discussion among them) are designed to increase children's cognitive understanding of violence and to help them acquire the social skills helpful in being more nonviolent. The activities draw from children's experiences with violence to help them develop their cognitive understandings and to provide motivation to acquire social skills. There is a list of resources, a bibliography of children's books, and a list of suggestions for role playing.

Longabaugh, Fritz. "Non-Violence Training for At-Risk Students." The Fourth R 16 (August/September 1988): 9.

This article is an explanation of how the Youth Empowerment Program trains at-risk students in intrapersonal and interpersonal skills. Eleven curriculum segments are listed and discussed.

Lopez, Lilia (Lulu). Mission SOAR: Set Objectives, Achieve Results. Los Angeles: City of Los Angeles Unified School District, 1991. Publication EC-614.

Mission SOAR was developed to prevent gang involvement by raising school achievement through self-esteem building. Originally developed for third and fourth graders with reinforcement activities for grades five and six, activities can be adapted for prekindergarten to adult use. Spanish translations of key material are woven into the text. Key concepts include self-esteem, achieving goals, problem solving, communication, and gang awareness. Teaching and methods include the following: cooperative learning, multimedia, group processes, role playing, games, demonstration and participation, individualization, lecture, and discussion. Four exercise lessons are presented. There is an annotated bibliography for youngsters; the adult bibliography is dated.

Los Angeles County, Sheriffs Department, Substance Abuse and Narcotics Education Program, SANE Gang Curriculum Development Connnittee. SANE/Gang Curriculum. Los Angeles: Los Angeles County Sheriffs Department, 1988.

Designed for fourth through sixth graders, these lessons are intended to be integrated into the ongoing school curriculum. Based on a pre-existing antidrug curriculum, this material combines drug education with gang prevention. There is an introduction for the facilitator, five lessons, outlines for teacher training and parent education, evaluation, bibliography, and resource lists. An appendix contains additional exercises aimed to supplement an existing program called SMART.

Mecklowitz, Bernard, and Dolores M. Fernandez. Don't Risk Your Education: No Guns in Schools. New York: City of New York, Board of Education, 1989.

The lessons contained within this report provide a framework with which to address the issue of guns in schools, stimulate thinking and discussions, and help students to discover for themselves how to resolve conflicts without resorting to the use of weapons. They are designed to allow students to understand that their futures depend on their schools remaining safe places of learning. The report is broken into four parts: early childhood, grades three to six, junior high school, and high school. In early childhood, children are expected to learn the following concepts: (1) weapons are dangerous; (2) weapons should never be handled by children; (3) children should never hold a gun that someone may try to give to them; (4) crack is a drug that is harmful and dangerous; and (5) children should say "no" if strangers or older children offer candy, soda, or substances that resemble these. Subsequent lessons for older students take on

increasingly complex tasks, such as the following: the relationship between guns and drugs (grades three to six), ways to resolve conflicts without using violence (junior high), and possible solutions to the problem of guns in our schools (high school).

Midwest Regional Center for Drug-Free Schools and Communities, and North Central Regional Educational Laboratory. Doing What It Takes to Make Schools and Communities Drug Free: Proceedings of the Second Midwest Regional Center for Drug-Free Schools and Communities Conference Held in Chicago, 26-28 March 1992. Oak Brook, IL: Midwest Regional Center for Drug-Free Schools and Communities, 1992. ERIC, ED352585.

Keynote addresses, issues forums, workshops, and panel discussions from a conference on making schools and communities drug free are summarized in this document. Keynote addresses were given by Jonathan Kozol, Protase Woodford, and Jeff Howard. Issues forums are included on the topics of building successful school and community partnerships, gathering information about children prenatally exposed to drugs, understanding the diversity of culture, and gang awareness and violence prevention strategies. Of the 23 workshops, some of the topics covered include the following 12: (1) self-esteem; (2) innovative strategies to reach urban families at risk; (3) resilience; (4) cultural diversity in planning youth programs; (5) disabilities and juvenile justice and substance abuse; (6) developing tobacco, alcohol, and other drug policies that work; (7) collaboration among state education agencies, schools, and communities to prevent alcohol and other drug use by children; (8) strategies for community mobilization; (9) peer helpers/leaders; (10) student assistance programs; (11) curriculum infusion; and (12) the forgotten addiction of tobacco. A panel discussion of representatives from six winning schools is presented.

National School Safety Center. Gangs in Schools: Breaking Up Is Hard to Do. Westlake Village, CA: National School Safety Center, 1988.

This pamphlet gives reasons for gang membership and characteristics of various types of gangs, including ethnic gangs. It details prevention and intervention strategies and lists successful school and community intervention programs around the country. The bibliography is dated.

Nia-Azariah, Kinshasha, Frances Kern-Crotty, and Louise Gomer Bangel. A Year of SCRC: 35 Experiential Workshops for the Classroom. Cincinnati, OH: Center for Peace Education, 1992.

Formerly the Children's Creative Response to Conflict, the new Students' Creative Response to Conflict Manual contains an academic year's worth of workshops for use by teachers in their classrooms. The activities contained in the workshops are a compilation of new and existing materials. There are seven workshops for each of the four main themes (affirmation, cooperation, communication, and conflict resolution). Each workshop follows a similar format: a "gathering" activity, followed by an agenda review to gain student approval and ownership of the workshop experience, followed by activities on the substance of the workshop.

Orange County, Department of Education. <u>Project YES! Yes to Education and Skills: Anti-Drug/Gang Violence Curriculum</u>. Orange County, CA: Orange County, Department of Education, 1990. Guide with audiocassettes and videocassettes.

Designed to be used in classrooms (adaptable for all ages), activities are linked explicitly to traditional classroom subjects (language arts, history, and social science). Among the lessons are the following: the dynamics of cultural diversity, refusal skills, choices and consequences, and success and achievement. Various types of learning styles are addressed in each unit (visual, auditory, and kinesthetic). There are several concrete activities emphasizing personal uniqueness and self-esteem building in the cultural diversity unit. This curriculum is flashy, with a loose-leaf binder, computer software, three 15-minute videotapes, and two audio tapes in a stylish box. The videos are on graffiti and on gang signs and symptoms.

Paramount, California. <u>The Paramount Plan: Alternatives to Gang Membership; Gang Awareness Curriculum</u>. Paramount: City of Paramount, 1992.

A compilation of material for 15 units on gang prevention in elementary schools. Each unit typically contains an opening discussion, a presentation (based on a slide show, video or audio tape, puppet show, poster, handout or information sheet), and a culminating activity. Unit topics include the following: graffiti, tattoos, gang violence, gangs and turf, gangs and families, peer pressure, drugs, crime, alternatives, and the police. The approach is to demonstrate how bad and destructive gangs are for youths through information about gangs, rather than using a cultural appreciation or esteem building approach. Integration of multimedia into sessions is exemplary.

Post, Jory. <u>Into Adolescence: Stopping Violence. A Curriculum for Grades 5-8. Contemporary Health Series</u>. Santa Cruz, CA: ETR Associates/Network Publications, 1991.

This module presents a curriculum on violence prevention for middle school students. It begins with a discussion of what violence is. The second lesson helps students to examine the portrayal of violence in various media. In the third lesson, students examine their own anger and their own tendencies toward violence. The fourth lesson examines the dangers of fighting or becoming involved in a violent incident. In the fifth lesson, students are introduced to the idea of conflict resolution and learn three basic ways to resolve conflicts. In the sixth lesson, students discuss the issue of gun control, including the Second Amendment to the Constitution. The seventh lesson looks at the philosophy of nonviolence, using the actions of Mahatma Gandhi and Martin Luther King, Jr., to illustrate the principles of nonviolence. In the final lesson, students work in small groups as task forces to develop violence prevention plans. For each lesson, information is included on the objectives of the lesson, the time required, an overview of the lesson, instructional strategies, a list of teacher materials and preparation, the procedure, evaluation methods, and follow-up suggestions. Necessary worksheet and supplemental materials are included.

Rattay, Kathleen, and Joan Lewis. "Gangs and the School: A Plan for Action." <u>Trust for Educational Leadership</u> 19 (1990): 17-22.

Described is a program at Granada Hills High School in the suburban San Fernando Valley, California, that uses available resources to maintain a safe campus with extracurricular opportunities for inner-city and suburban students, many of whom are gang members. The program includes training faculty and staff to understand meanings of gang graffiti and dress, counseling to gain students' cooperation to ensure a safe campus, a dress code, academic tutoring, and constant vigilance. All services for gang members are available to other students. (Copyright 1992, Sociological Abstracts, Inc., all rights reserved.)

Reardon, Betty A. <u>Educating for Global Responsibility: Teacher Designed Curricula for Peace Education, K-12</u>. New York: Teachers College Press, 1988.

This volume presents teacher-accessible peace education materials. Peace educators were invited to send examples of their classroom curricula; the result is this resource for teachers, curriculum developers, and anyone interested in peace education activities for students.

Rear-don, Betty A. <u>Comprehensive Peace Education: Educating for Global Responsibility</u>. New York: Teachers College Press, 1988.

A veteran of peace education, Ms. Reardon distinguishes between teaching for "negative peace" (the prevention of war) and educating for "positive peace" (the promotion of justice). She advocates curricula that outline both but emphasize the latter. An appendix lists significant works in the development of a pedagogy of peace.

Riddle, Robin, et al. <u>The Anatomy of Conflict. Topic #1 in a Series of International Security and Conflict Curricula for Grades 7-12 and Community College</u>. Stanford, CA: Stanford University, 1988.

This four day unit is designed for use in social studies and/or literature classes at secondary (7-12) and community college levels as a general introduction to conflict on personal, group, and world levels. The unit introduces students to and familiarizes them with the characteristics and mechanisms of conflicts at all levels and with basic conflict resolution/management alternatives. Students define conflict, divide it into separate elements, and apply these elements to conflict analysis on all levels. As a result, students understand conflicts as phenomena with causes, consequences, and different possible outcomes, and not as isolated events that should necessarily either be avoided or sought. Students also discuss controversial issues such as the morality of conflict and whether a link exists between personal and international conflict behavior and its resolution. The overall purpose of these activities is to develop students' analytic and critical skills regarding conflict. Five appendices appear at the end of the unit: (1) related activities; (2) connections to textbooks; (3) connections to California's history/social science framework and model curriculum standards; (4) bibliography; and (5) educational philosophy.

Ruiz, Nilda Soto. <u>Operation Welcome Home: Issues of War and Peace</u>. New York: City of New York, Board of Education, 199 1.

Even after the successful liberation of Kuwait by allied forces, a number of problems in the Persian Gulf region remained unsolved, and many have intensified. Here students are encouraged to understand that despite the joy and relief at the war's end, the complex diplomatic, cultural, political, and military issues that precipitated the war continue to develop, as evidenced by recent events in the region. To begin to comprehend these issues, students are taught to think critically about the war, its causes, its participants, its victims, and its consequences, both in the long and short term. This list of suggested learning activities involves many curriculum subject areas at all grade levels, which are grouped into three categories: recalling facts, using critical thinking skills, and extension activities-linking past, present, and future. Using their comprehension and knowledge of the facts, students are enabled to engage in projects and discussions that employ the higher thinking skills of application, analysis, synthesis, and evaluation.

Sadalla, Gail, Meg Holmberg, and Jim Halligan. <u>Conflict Resolution: An Elementary School Curriculum.</u> San Francisco: The Community Board Program, 1990.

This stylishly produced, loose-leaf binder contains a conflict resolution curriculum for elementary-age children in six chapters, a supplement on ways to integrate conflict resolution skills throughout classroom activities, and a bibliography (mostly pre-1988). Each chapter on conflict resolution contains activity sheets, including graphics and worksheets. Topics include introduction to conflict, appreciating ourselves and others, understanding feelings, talking clearly, listening and resolving conflicts. The chapter on appreciating ourselves and others contains basic exercises useful for the appreciation of cultural diversity. (NOTE: Sadalla et al. produced a similar, more advanced, curriculum for secondary school students in 1987. Units in this manual focus on understanding conflict, communication skills, and conflict resolution exercises. There are guidelines for conducting role plays.)

San Francisco Gang Prevention Project. <u>Education Curriculum</u>. San Francisco: Office of the Mayor, City and County of San Francisco, N. d.

The Gang Prevention and Education Curriculum is a project of the San Francisco Gang Prevention Program to prevent gang involvement among youths. Program strategies are based on the belief that enhancing self-esteem, skill building, and risk reduction enables a student to make sound lifestyle choices. The curriculum is organized into multiple 45- to 60-minute sessions to be conducted by a facilitator, police officer, or classroom teacher. One additional session has been allocated for an officer- or teacher-planned lesson. All lessons are written with the aim of communicating student worth. Attitudes, perceptions, and skills directed toward building self-esteem are incorporated in most of the lessons in two ways: (1) the self-esteem element teaches students how to recognize, challenge, and change perceptions and actions that erode self-esteem; and (2) the skill-building element teaches skills that directly affect self-esteem.

Santiago, Al. "Angry Students, Angry Staff: Intervention and Techniques for Difficult School Problems." Washington, D.C.: American Healthcare Institute, 1992.

A practical seminar designed to achieve the following objectives: to identify and create positive methods in working with angry students, to examine the traditional approaches to resolving issues that involve angry students, and to identify how to work with parents of the angry student. The one-day seminar was divided into six major areas of concentration: (1) developing a working alliance with angry students; (2) establishing a team approach and handling anger when it is addressed toward staff or students; (3) assisting unmotivated students in overcoming the anger that keeps them from achieving their potential; (4) selecting more effective methods of coping with your own anger to work more effectively with students, parents, and other staff; (5) helping other staff members to deal with their own angry responses to the destructive and angry behaviors of students; and (6) building a working alliance with parents, even those who are "part of the problem." Resources are drawn from the Community Mediation Center, the Community Board Program, and the Center for Creative Solutions to Conflict.

Schmidt, Fran, and Alice Friedman. Fighting Fair for Families. Miami Beach, FL: Peaceworks, 1989.

This book is designed to offer parents and children the tools with which to effectively handle conflict. Each illustrated page contains a separate tool: for example, on being a mediator-when anger flares, cool down and brainstorm for solutions.

Schmidt, Fran, and Alice Friedman. Fighting Fair: Dr. Martin Luther King, Jr. for Rids. Miami Beach, FL: Peaceworks, 1990. Guide with videocassette.

This book offers students the opportunity to explore the philosophy of nonviolence through the words and actions of Dr. King and to apply it to their daily lives. Students are involved in brainstorming, role playing, problem solving, and decision-making activities as they explore the history of the civil rights movement. Providing opportunities for students to apply the skills, strategies, and values of nonviolence to their daily lives, the book also includes an 18-minute video showing angry kids resolving a basketball conflict interspersed with images of the civil rights movement. Geared towards grades four to nine, Fighting Fair also contains an extensive teachers' guide and reproducible student pages.

Schmidt, Fran, et al. Peacemaking Skills for Little Kids. Miami Beach, FL: Peaceworks, 1993.

Peace education is based on a holistic, life-affirming philosophy that teaches love, compassion, trust, fairness, cooperation and reverence for the human family. As practiced in this manual, peace education is a skill-building, on-going process which empowers children to find creative and non-destructive ways to settle conflicts and to live in harmony with themselves, others, and their world. There are four key concepts discussed and utilized throughout the manual, each of

which is broken down into three to five separate sections: (1) the basis for a peaceful world is an environment where children become friends, learn to work and play cooperatively, and respect the interdependence of all living things; (2) we are all human beings and each of us is unique, so we accept and enjoy our commonalities and celebrate our differences; (3) feelings are a common bond that link us together as a human family; and (4) peacemaking skills help us to get along as responsible members of the human family.

Smith, Melinda, Sara Keeney, and Jean Sidwell. Mediation and Conflict Resolution for Gang-Involved Youth. Albuquerque: New Mexico Center for Dispute Resolution, 1992.

This manual has been prepared to accompany training in mediation and conflict resolution for individuals who work with youths involved in gang activity. It can also serve as a resource manual for those interested in teaching gang-involved youths constructive and nonviolent methods of resolving disputes in community, family, or school settings. The materials in the manual are based on eight years of experience on the part of the New Mexico Center for Dispute Resolution in the implementation of mediation programs for children, youths, and families. The intent is for youth workers and agencies to decide how best to apply/adapt the processes of mediation and conflict resolution to meet the needs of their clients. The manual and accompanying training will provide youth workers with skills and tools to mediate interpersonal conflicts among gang-involved youths, collaborate with other agencies to mediate multi-party gang disputes in school settings, teach basic communication and conflict resolution skills to youths with whom they work, collaborate with community mediation agencies in mediating conflicts between gang-involved youths and their parents, and respond with greater insight to conflicts around issues of race and ethnicity. The manual is divided into sections on mediation for gang-involved youths and multi-party gang disputes, communication and conflict resolution skills for gang-involved youths, and parent/child mediation for gang-involved youths.

Society for the Prevention of Violence. Social Skills Training (SST). Cleveland Heights, OH: Society for the Prevention of Violence, 1991.

Curriculum guides for prekindergarten, elementary school, junior high school, and high school youths focus on self-esteem, the rights of others, interpersonal communication, and how to settle grievances and conflicts without recourse to violence. These curricula are designed to be used in classrooms as lessons taught for about 30 to 40 minutes, two to three times per week, with teacher reinforcement, modeling, and coaching. The guide for each age group contains 25 lessons. Lesson topics include dealing with conflict, dealing with anger, dealing with peer pressure, problem solving, and decisionmaking. Each lesson presents a behavioral objective, identifies its skill components, and suggests ideas for modeling the skill, ways to rehearse the skill (e.g., role playing, discussions), skill practice worksheets, instructions for independent use of the skill (e.g., a journal), and suggestions for continued reinforcement of the skill.

State of Hawaii, Department of Education, Office of Instructional Services, Special Instructional Programs and Services Branch. <u>Positive Alternative Gang Education (PAGE)</u>. Honolulu: State of Hawaii, Department of Education, 199 1.

The State of Hawaii has developed an eight-unit curriculum designed to discourage gang membership and prevent gang activity based on the program developed by the city of Paramount, California. The program is designed for use with heterogeneous student populations in health or social studies classes and is not directed only to gang members. The program, which resulted from a cooperative effort of law enforcement and the schools, encourages interagency coordination and collaborative efforts between local law enforcement agencies and school districts in reducing juvenile gang involvement and drug abuse.   Topics covered include the following: gang attitudes, behaviors, and identity; gang turf and identify; violence and "gateway" drugs; peer pressure and refusal skills; the role of the police; the impact of gang membership on the family; and alternatives and choices. Curriculum outlines, handouts, activities, quizzes, forms, and related materials are included.

Whittington, Ronaele, and Gail Moran.   "Teaching Nonviolence Through Time Out: A Curriculum for Elementary School Classrooms."   <u>Social Work in Education</u> 12 (July 1990): 237-248.

A violence prevention curriculum aimed at enhancing self-esteem and self-control in elementary school children is examined. The curriculum uses time-outs in anger management. Movement toward internalization of time-out behavior among the children is described, and the integration of time-outs, self-talk, empathy, **gender-neutral** attitudes, feelings of awareness, assertiveness, conflict resolution, health, and parent appreciation are discussed. The effects of time-outs on children at different ages are presented.

SECTION 4

Interpersonal Skills Training:

Self-Esteem, Anger Management, Conflict Resoludion

4. Interpersonal Skills Training: Self-Esteem, Anger Management, Conflict Resolution

This large body of literature on interpersonal skills building comes from programs in fields such as alcohol and drug abuse, school drop-out prevention, and the prevention of gun violence. Interpersonal skills include self-esteem building, listening and communication, resisting peer pressure, negotiating disagreements without conflict, problem solving, and decisionmaking.

American Bar Association. Special Committee on Youth Education for Citizenship. <u>Drugs: Education for Prevention. Classroom Materials on Substance Abuse</u>. Chicago: American Bar Association, 1989. Guides, videocassettes, and computer software programs.

No problem in society is more pressing than drugs, and in no segment of society is the drug menace more deeply felt than among young people. This pamphlet describes various law-related education curricula and resources developed to help schools fight drugs. Law-related education is well suited to deal with the drug menace because it does not stress abstract concepts, but deals, instead, with the world as it is. The curricula stress the realities of peer pressure and other factors that drive youngsters to drugs, while showing the consequences of drug use and providing means of resisting drugs and the pressures to use them. Title, grade level, a short description of the contents, cost, and ordering information are provided for four guides to curricula, 13 curriculum guides, two teacher education and training resources, 13 videotapes, and two computer software programs.

Anacona, Deborah G., Raymond A. Friedman, and Deborah M. Kolb. "The Group and What Happens on the Way to 'Yes.'" <u>Negotiation Journal</u> 7 (1991): 155-173.

The implications of group dynamics theories for successful mutual gains bargaining (MGB) are discussed in this article. In MGB, negotiators are urged to engage in a process of joint problem solving to fashion agreements that maximize gains for both parties. Norms that support the MGB approach must be developed at the outset. Midpoint intervention can include analysis, brainstorming, relearning negotiation skills, and restructuring. Balancing internal group demands with those of external constituent groups is among the most difficult of tasks for MGB teams. Interventions to facilitate this process include training external constituents more thoroughly, encouraging explicit probing activity, making brainstorming an intergroup activity, and obtaining sponsorship early in the process.

Ansell, Dorothy I., and William V. Griffin. <u>Let's Talk Independence: A Curriculum for Teaching Communication Skills: Group Leader's Guide</u>. Richmond, KY: Eastern Kentucky University, 1988.

Intended to help young people acquire independent daily living skills, this book is the group leader's guide to an advanced youth training curriculum for developing appropriate communication competence. The guide's first session introduces the basics of communication, while subsequent sessions focus on communication in all aspects of life: on the job, with family,

in the community, during leisure time activities, with friends, in the marketplace, and at home. Intended for use in a group setting and by youths who have already completed a more basic curriculum on independent living, the guide provides many opportunities for youths to practice communication skills such as getting along with a roommate, approaching a landlord with a problem, dealing with criticism on the job, and negotiating with a car dealer. The group leader's guide organizes activities by one-hour sessions, with specific objectives identified at the beginning of each one, activities described in detail, and instructions and handouts. A 22-item list of resources on program development, youth training materials, and supplemental materials conclude the guide.

ASPIRA of Florida. Leadership Development Curriculum 1991-92. Miami: ASPIRA, 199 1.

This volume contains a comprehensive curriculum designed to pass along conceptual tools that broaden frames of references, reasoning skills, and communication skills. The educational content consists of eight components reflecting the ASPIRA process: (1) leadership development; (2) self-esteem; (3) personal growth; (4) social skills/communication; (5) community involvement; (6) career awareness and development; (7) cultural awareness; and (8) drug prevention and awareness. ASPIRA's central mission is advancing the development of better educated, more community-conscious and committed Puerto Rican/Latino youths and increasing knowledge, work skills, and social skills for effective and responsible leadership.

Beyth-Marom, Ruth, et al. Teaching Decision Making to Adolescents: A Critical Review. Washington, D.C.: Carnegie Council on Adolescent Development, 1989.

This report describes and evaluates decision-making programs for adolescents based on theories of decisionmaking. The validity of these programs is evaluated in terms of how adequately they cover the normatively prescribed steps to good decisionmaking and how sensitive their pedagogy is to the descriptive research into how people intuitively make judgments and decisions. Generally speaking, the programs cover the steps fairly well while largely ignoring existing research. Program evaluation studies have been performed on each. A typical evaluation involves asking participants whether they endorse various principles of decisionmaking. Although evaluation in this sense does show that students have listened to the curriculum, it provides no guarantee that they actually are behaving differently or even have different attitudes. Many of the programs seem to teach useful lessons, making a case for adopting any of the programs.

Caplan, Marlene, et al. "Social Competence Promotion With Inner-City and Suburban Young Adolescents: Effects on Social Adjustment and Alcohol Use." Journal of Consulting and Clinical Psychology 60 (1992): 56-63.

This study assessed the impact of school-based social competence training on skills, social adjustment, and self-reported substance use of 282 sixth and seventh graders. Training emphasized broad-based competence promotion in conjunction with domain-specific application

to substance abuse prevention. The 20-session program comprised six units: stress management, self-esteem, problem solving, substances and health information, assertiveness, and social networks. Findings indicated positive training effects on youths' skills in handling interpersonal problems and coping with anxiety. Teacher ratings revealed improvements in youths' constructive conflict resolution with peers, impulse control, and popularity. Self-report ratings indicated gains in problem-solving efficacy. Results suggest some preventive impact on self-reported substance use intentions and excessive alcohol use. In general, the program was found to be beneficial for both inner-city and suburban students. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Center to Prevent Handgun Violence. Straight Talk about Risks: A Pre-K-12 Curriculum for Preventing Gun Violence. Grades 6-12. Washington, D.C.: Center to Prevent Handgun Violence, 1992.

Straight Talk About Risks (STAR) is a prekindergarten through twelfth grade curriculum designed to reduce the potential for children and teens to be injured or killed in gunfire. STAR is based on sound prevention practice developed from a pilot project in Dade County, Florida. The flexible format allows activities to fit into a three-week classroom unit or be taught over a number of weeks. Parents are a vital link to reduce gun violence among children and teens, and their involvement is integral to STAR. This curriculum guide for grades 6 through 12 contains the following sections: (1) orientation; (2) suggestions for parent and community involvement; (3) activity plans and bibliography for middle and junior high school students, grades 6 through 8; (4) activity plans and bibliography for senior high school students, grades nine through twelve; (5) academic bibliography for educators and parents; and (6) national directory of violence resources. Included are 114 annotated and 73 nonannotated references.

Chalmers, Jennifer B., and Michael A. Townsend. "The Effects of Training in Social Perspective Taking on Socially Maladjusted Girls." Child Development 61 (February 1990): 178-190.

Sixteen females (aged 10 to 16 years) in a residential institution participated in a role play (RP) program designed to enhance social perspective-taking (SPT) ability. In 15 sessions youths were coached in specific social skills and acted multiple role perspectives in typical problem situations. Youths in the RP training program showed enhanced social perspective-taking ability, as well as interpersonal problem analysis, empathy, and the acceptance of individual differences. Observational data indicated that RP training resulted in increased prosocial behaviors. Females with histories of delinquency involving aggressive, disruptive, and antisocial behavior that resulted in their placement in institutional custody can, through training in SPT, increase their understanding of others in interpersonal situations.

Cheatham, Annie. Annotated Bibliography for Teaching Conflict Resolution in Schools. 2nd ed. Amherst, MA: National Association for Mediation in Education, 1989.

The print and audiovisual materials in this annotated bibliography are divided into three categories: (1) those on implementation (72 items) give reasons for starting a conflict resolution program, ways in which programs improve school climate, and materials on establishing and evaluating programs; (2) the skills-building section (92 items) contains materials that teach communication, problem solving, brainstorming, and evaluation skills, all specifically concerned with the process of mediation and conflict resolution as traditionally understood (human relations and problem-solving skills are also included in this section); (3) the related fields section (61 items) includes materials that represent more general views of conflict resolution (such as peace education) or specific aspects (such as substance abuse), but all bear directly on conflict resolution training. Annotations are generally brief and include a grade level indication. An appendix lists names and addresses of publishers and distributors.

Cheatham, Annie. Directory of School Mediation and Conflict Resolution Programs. Amherst, MA: National Association for Mediation in Education, 1988.

This is a comprehensive directory of school-based mediation programs, with profiles grouped by state or region and organized in alphabetical order by city. Each profile includes the same information-name, address, phone number, coordinator's name, brief history, training methods, assessment information, and available resources. Information is derived from an initial questionnaire, included here, although the author acknowledges that the list is by no means finite, and she planned to update it eighteen months from the date of publication. Seven cross-indexes make the information accessible. In several categories, indexes are arranged by state or region: (1) community mediation centers involved in school programs; (2) grade levels; (3) schools in which all students receive conflict resolution training; (4) special programs; and (5) funding sources. A list of materials developed by program coordinators is also provided, as well as a bibliography of materials used by programs.

Community Dispute Resolution Center. Role Play Packet. Ithaca, NY: Community Dispute Resolution Center, 1988.

Thirteen disputes with varying degrees of difficulty form the core of this packet. The packet includes an explanation about how to reproduce materials and make packets for role play practice sessions.

Conn, Edith Jane11 Rudd. Conflict Management Techniques for Kindergarten through Fourth Grade. Paper presented at the Research Colloquium on Issues in Education, Murry, KY, August 1989. ERIC, ED313116.

An elementary school teacher discusses conflict management techniques appropriate for use with children in kindergarten through the fourth grade. Discussion first recapitulates developmental

theory from several perspectives, including those of Freud, Erikson, Piaget, and profiles conflict theory. Illustrative contemporary social problems that influence children's development, learning, and behavior are described. Discussion of conflict management techniques covers such subjects as the following: (1) development of cooperation, trust, and self-concept; (2) experience and learning symbols for kindergarten; (3) social skills training in preschool; (4) the DUSO (Developing Understanding of Self and Others) kit, peer tutoring, and target behavior; (5) the process of sharpening perception; (6) cooperation and collaboration; (7) fair fighting; (8) direct communication through practice and role play; (9) class meetings; (10) mediation and intervention; (11) trained student mediators; (12) goal setting with student input; (13) conflict management practice; (14) attention disorders; (15) the process of restructuring thinking: (16) the SAT (Stop and Think) technique; and (17) discipline as teaching.

Cooley, Van E., and Jay C. Thompson, Jr. The Saturday Alternative: A Program for At-Risk Youth. Paper presented at the Annual Meeting of the National Council of States on Inservice Education, San Antonio, TX, 17-21 November 1989. ERIC, ED314858.

The Saturday Alternative for at-risk students provides educators with a realistic framework, time, and community resources to help resolve almost any student problem encountered. Based on effective schools research, the program attempts to modify student behavior by providing experiences that will build a positive self-concept. The curriculum can be expanded to address drug abuse education, conflict resolution, study habit development, and other concerns. The intervention program has nine components: (1) diagnosis and assessment of student behavior problems; (2) rigid study environment; (3) reality contact with successful business people; (4) completion of a worksheet; (5) completion of a behavior contract; (6) follow-up counseling; (7) "Operation Success" opportunities; (8) recognition and positive reinforcement; and (9) evaluation and program modification. Inservice education for teachers and for business and community leaders involved in the reality contact phase is essential. Saturday supervisors and counselors are instructed in program procedures and outcomes. Effective parenting classes may also be held regularly. The Saturday Alternative model treats student misbehavior thoroughly by creating a database and then providing students with a support system to monitor and correct problem behavior.

Copeland, Noreen Duffy. Managing Conflict: A Curriculum for Adolescents (Book One). Albuquerque: New Mexico Center for Dispute Resolution, 1989.

This is one in a series of three manuals prepared to assist juvenile corrections facilities in the implementation of the Youth Corrections Mediation Program. This program was developed by the New Mexico Center for Dispute Resolution in conjunction with three juvenile facilities operated by the New Mexico Youth Authority. The goals of the program are as follows: (1) to teach communication and conflict resolution skills to staff and residents in corrections facilities; (2) to improve the quality of life in the facilities; and (3) to ease the transition of youths from the corrections facilities to the home environment. The program consists of three components: (1) a curriculum designed to teach and reinforce communication, problem-solving, and anger management skills; (2) mediation, involving training of selected staff and residents in the

mediation process; and (3) reintegration, involving conduct of mediations for residents and their families prior to the release of residents. Each program component is self-contained and can be implemented independently of the other components.   Book One is divided into four topics (understanding conflict, communication skills, managing anger, and problem-solving skills) that outline the objectives, materials needed, necessary preparations, a lesson overview, and a detailed set of procedures.

Cossa, Mario. "Acting Out: A Pilot Project in Drama Therapy With Adolescents." Arts in Psychotherapy 19 (1992): 53-55.

The Acting Out program serving adolescents aged 13 to 19 from diverse backgrounds combines an expressive arts approach to group therapy with training and performing experiences in issue-oriented, audience-interactive, improvisational theater. Its primary goal is to develop an empowering environment for youths within which greater self-esteem can develop, communications skills might grow, an alternative peer culture can flourish, and unconscious material and issues might surface. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Fairfield, Kathryn Stoltzfus, et al.   Mediation and Conflict Resolution. Harrisonburg, VA: Community Mediation Center, 1992.

The purpose of this training manual is to teach the skills needed to mediate for others. Included are communication skills and conflict theory, practice of mediation, and evaluation of progress. Community Mediation Center (CMC) skills training provides the practitioner with opportunities to achieve the following: (1) gain insight into one's own communication and conflict management style; (2) develop listening skills that will give others the assurance that they are being understood; (3) deal effectively with disputants who have intense emotions; (4) develop problem-solving skills helpful in one's own personal conflicts as well as working with individuals in conflict; (5) understand ethical and legal issues facing the mediator; and (6) become acquainted with resources available for mediators. The manual itself is divided into five key areas: conflict, negotiation, mediation process, transforming the conflict, and issues for the mediator. CMC also publishes a short volume on mediation role plays (1992).

Fraser, M. W., J. D. Hawkins, and M. 0. Howard. Parent Training for Delinquency Prevention. Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, National Institute for Juvenile Justice and Delinquency Prevention, and Rockville, MD: U.S. Department of Health and Human Services, National Institute on Drug Abuse, 1988.

Parent training can be used to instill consistent child-rearing practices that increase family attachment and cohesion and decrease juvenile delinquent behaviors. The key elements of parent training include knowledge building, skill development, use of contingencies, verbal or written contracts, rewards, and mild punishment. Much of the research in this area is characterized by poor sampling and small sample sizes, weak designs, and inadequate measurement. Like many

family-oriented prevention programs, parent training is disproportionately available to white families. There is a high rate of attrition from these programs as from all types of family therapies. Siblings and peers are often involved in the therapeutic process. Further research is needed to determine the length of training and the benefits of group or individual training. Problem solving, negotiation skills, and communication skills training supplement parent training. Print and video packages have produced desirable results when limited to advice for specific situations. Several studies have examined whether parents who focus on one or two child behaviors during their training are able to generalize their skills to modify behaviors that occur in other settings and times.

Hamburg, Beatrix A. Life Skills Training: Preventive Interventions for Young Adolescents. Report of the Life Skills Training Working Group. Washington, D.C.: Carnegie Council on Adolescent Development, 1990.

This report describes the concept and core elements of life skills training for adolescents and analyzes intervention programs such as school-based intervention and community-based intervention, as well as new conceptual models. According to Hamburg, life skills training involves the formal teaching of skills essential for survival-living with others and succeeding in a complex society. The core elements of life skills training are generic social competence training, involving communication skills, self-regulation, prosocial behaviors, problem solving, and decisionmaking; health promotion; and problem prevention. This report analyzes elements of established life skills training programs with a record of effectiveness, formulating principles for evaluation of implementation and outcomes, examining the opportunities for improvement of current models, and exploring the potential for disseminating effective interventions. An introductory section is followed by a discussion of early adolescent development and core elements of life skills training. Attention is then given to the following: (1) school-based interventions, including interpersonal problem solving, social competence training, a drug and alcohol project, linked school and community programs, and the Midwestern Prevention Project; (2) community-based interventions, including Girls Clubs of America, the Summer Training and Education Program, and the Salvation Army; and (3) promising new conceptual models, including the School Development Program, a Rochester schools experiment, community prevention of alcohol and tobacco use, the Violence Prevention Project, and research leading to an anticipated middle-school violence prevention curriculum. Another section discusses program implementation and evaluation. Suggestions are offered for the content and design of new programs.

Hammond, Rodney W., et al. Positive Adolescent Choices Training. Washington, D.C.: American Association of State Colleges and Universities, 1990.

Positive Adolescent Choices Training (PACT) is a health promotion program providing violence prevention for African-American youths who are at high risk for becoming either perpetrators or victims of violence. Conducted by the School of Professional Psychology of Wright State University in Dayton, Ohio, in cooperation with the Dayton Public Schools, the project builds on recent research on primary prevention programs that suggest such programs are more

successful with economically disadvantaged and predominantly minority populations when developed with sensitivity to ethnic/cultural issues. PACT has developed a culturally specific version of an existing, well-tested cognitive behavioral training program to focus it directly on the problem of interpersonal violence and issues relevant to black youth. The program provides structured training on the specific behavioral components of eight social skills enhancing the capacity of adolescents to form and maintain violence-free relationships. The approach exposes participants to minority peer role models demonstrating skills to be acquired and emphasizes intensive rehearsal and practice of the target skills through videotaped role play and psychodrama. PACT is currently being implemented with 30 middle school students. The project also provides clinical training experience for doctoral-level clinical psychology students. Pilot experiences show the potential effectiveness of the approach.

Hammond, Rodney W., et al. Positive Adolescent Choices Trainino (PACT): Preliminary Findings of the Effects of a School-Based Violence Prevention Program for African-American Adolescents. Columbus: State of Ohio, Commission on Minority Health, 1990.

The Positive Adolescent Choices Training (PACT) program is a culturally sensitive social skills training program developed specifically for African-American youths to reduce their disproportionate risk for becoming victims or perpetrators of violence. The cognitive-behavioral group training approach equips students with specific social skills to use in situations of interpersonal conflict. The PACT program has been implemented with students between 12 and 15 years old in cooperation with an urban school system. Participants were selected by teachers on the basis of skill deficiencies in relating to peers, behavior problems (particularly aggression), and/or history of victimization by violence. Twenty-eight students have completed the training and an additional 37 are currently being trained. The PACT project appears to be a viable and effective way to reduce the potential for violence among African-American middle school youths. Students who completed the training were rated by both teachers and trainers as showing improvement in the target skill areas as measured by pre-to-post observation of behavior. Also, participants completing the program demonstrated reduced suspensions or expulsions related to violent behavior in comparison to a closely matched group of untrained students.

Hammond, Rodney W., and Betty R. Young. "Preventing Violence in At-Risk African-American Youth. Conference: Pursuing the Health and Development of Young African-American Males (1991 Nashville)." Journal of Health Care for the Poor and Underserved 2 (March 1992): 359-373.

This study reports primary findings of the Positive Adolescent Choices Training (PACT) program, which is designed to teach African-American youths social skills to aid in the prevention of violence. The program, based on the theory that violence is a public health issue and that violence breeds future violence, stresses health promotion and risk reduction by focusing on areas such as communication, negotiation, and problem solving. The promotion of social skills helps adolescents form and keep relationships free of violence. In a pilot study to assess the outcomes of 15 adolescents (14 African-American and 1 white) in the 1989-1990 project year, two observers, 16 teachers, and the adolescents themselves rated demonstrations of target skills,

videotaped before and after training. PACT improved youths' communication, problem-solving, and negotiation skills. The study uses an experimental design with experimental and control groups, not random in assignment. The authors found that participants in the full training program improved in all target areas as well as the two nontarget areas. The greatest gains were observed (by the trained observers) in the areas with the need for the most improvement-that is, giving feedback, solving problems, and resisting peer pressure, which are assumed to relate positively to one's ability to solve relationship problems nonviolently. There was need for followup to determine whether the benefits of PACT translated to settings outside of the training sessions and whether they persisted over time. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Johnson, David. <u>Cooperation in the Classroom</u>. Edina, MN: Interaction Book Co., 1988.

The author argues that competitive and individualized education are out of date. Instead, cooperative learning is the future for American education. Teachers are guided through the process of structuring learning groups and teaching students necessary skills for cooperative learning. Activities and stories about teachers in real classrooms illustrate theory. Many worksheets and exercises are provided. The guide is written for middle and high school teachers.

Kazdin, Alan E., Debra Bass, and Todd Siegel. "Cognitive-Behavioral Therapy and Relationship Therapy in the Treatment of Children Referred for Antisocial Behavior." <u>Journal of Consulting and Clinical Psychology</u> 57 (August 1989): 522-53.5.

A total of 112 children with antisocial behavioral problems (ages 7 to 13) were randomly assigned to one of three treatments: problem-solving skills training (PSST), problem-solving skills training with therapeutically planned activities to extend training to settings outside of treatment (PSS-P), or client-centered relationship therapy (RT). PSST and PSST-P children showed significantly greater reductions in antisocial behavior and overall behavior problems and greater increases in prosocial behavior than RT children. These effects were evident on measures obtained immediately after treatment and at a one-year follow-up, on measures of child performance at home and at school. PSST-P children showed greater changes than PSST children on measures of functioning at school at posttreatment, but these differences were no longer evident at follow-up. Children in both PSST conditions showed significant reductions in deviant behavior and improvements in prosocial behavior from pretreatment to follow-up, whereas RT children tended to remain at their pretreatment level of functioning. This means that children who received problem-solving skills training fared better than those who simply received psychotherapy.

Kramer, Patricia. <u>The Dynamics of Relationships: A Guide for Developing Self-Esteem and Social Skills for Teens and Young Adults</u>. Silver Spring, MD: Equal Partners, 1993.

This program aims to help students develop and maintain the following: (1) a strong and secure self-image; (2) effective communication skills that enable them to deal with anger and conflict

safely; (3) strong coping skills that enable them to better handle disappointment, rejection, and loss; (4) realistic expectations about the complexity of adult roles, relationships, marriage, parenting, and family life; and (5) a clearer understanding of the commitment, flexibility, and dedication necessary to make relationships work. The curricular series contains a teacher's manual and a student's manual to deal with the following characteristics in youths: low self-esteem; poor communication skills; inadequate coping skills; inability to handle conflict and anger; lack of knowledge about alternatives, options, and choices; lack of understanding concerning the consequences of behavior; unrealistic expectations about relationships, marriage, parenting, family life, and careers; and misunderstanding of male/female (gender) roles. Both manuals contain sections on self-esteem (overcoming obstacles, stress, and irrational beliefs), communication skills (surmounting roadblocks, accepting criticism, and listening skills), and anger and conflict (conflict resolution, decision making, and fighting fair for change).

Lam, Julie A. The Impact of Conflict Resolution Programs on Schools: A Review and Synthesis of the Evidence. Amherst, MA: National Association for Mediation in Education, 1989.

The purpose of this report is to summarize the existing research on school-based mediation or conflict resolution programs to make it accessible to community practitioners and school administrators who are interested in starting similar programs in their schools. This synthesis of research findings is also designed as a resource guide for those already involved in school-based mediation who may not be aware of all the studies covered here. Finally, suggestions are made for designing evaluative research studies of school-based mediation programs. The information on school programs analyzed here varies as to sophistication and purpose of collection. Some studies are highly academic, while others are simply reports of program activities. A total of 14 programs are reviewed, with the sources of the individual reports included at the beginning of each review. Summaries are provided for each study, covering six broad areas: (1) evaluation goals; (2) a description of the conflict resolution curriculum, if any, that accompanied the training; (3) a description of the measures used; and (4) a summary of the results of the evaluation.

Larson, James D. "Anger and Aggression Management Techniques Through the 'Think First' Curriculum." Journal of Offender Rehabilitation 18 (1992): 10 1 - 117.

This article is an evaluation of an anger-aggression management curriculum using cognitive-behavioral techniques for effects on 22 urban, at-risk middle school students. Following the lo-session training course, which used video symbolic modeling, self-instruction, problem solving, and self-monitoring, significant differences between treatment and control groups were noted in numbers of misconduct referrals, suggesting modest support for the program.

Louden, Suzanne. <u>The Sunshine Series</u>. Colorado Springs: Sunshine Series, 1988.

Each book in this series stresses the following: developing and increasing self-concepts; appreciating individual differences; understanding one's and others' feelings; learning communication skills; problem solving and conflict resolution skills; accepting personal responsibility; and creating a supportive atmosphere for learning. Bibliographies for each volume suggest further reading. Graphics and worksheets are plentiful. The author finds that when every teacher in a school has been using the series for two years, differences in how youths feel about themselves, treat each other, and resolve their conflicts are noted by the principal and staff members.

Luvmour, Sambhava, and Josette Luvmour. <u>Everyone Wins</u>! Philadelphia: New Society Publishers, 1990.

This is a quick reference guide for teachers, family members and group leaders featuring 150 cooperative games and activities geared toward helping children resolve conflict, enhance communication, build self-esteem, appreciate nature, laugh with each other, and be creative, as devised by the Center for Educational Guidance. Each game and activity is carefully tested, evaluated, and developmentally graded and indexed according to appropriate age level, activity level, group size, and location. The games serve both diagnostic and remedial purposes; they also provide a focus that allows appreciation of others' abilities and a way to recognize and integrate contributions of the participants.

Macro International, and the Circle. <u>Conflict Resolution Curriculum</u>. Rockville, MD: U.S. Department of Health and Human Services, Public Health Service, Alcohol, Drug Abuse, and Mental Health Administration, Center for Substance Abuse Protection, 1993.

This curriculum consists of eight modules, designed as a three-day workshop aimed at addressing issues such as defining conflict, responding to conflict, and acquiring skills to resolve conflict. The <u>Conflict Resolution Curriculum</u> consists of three volumes, including two participants' manuals and one trainer's manual.

Madak, Paul R., and Gerald D. Bravi. <u>Second Step: A Violence Prevention Curriculum in a Western Canadian Elementary School. An Evaluation</u>. Manitoba, Canada: 1992. ERIC, ED350542.

The Second Step Program is a curriculum-based approach for kindergarten through sixth-grade students. This program was piloted in Primo Elementary School in Western Canada. The components of the program are packaged for kindergarten, grades one through three, and grades four through six. Each three-unit package includes a series of lessons, and the number of lessons varies according to the grade level of the students. In addition, each unit contains one or more videos as support material. The program evaluation was devised by monitoring actual student behavior, conducting a teacher survey, and obtaining teacher comments about each lesson. The

evaluation indicated that the total number of behavioral incidents reported increased the second year of the project. Furthermore, the majority of students did not have any reported incidents of misbehavior, and the majority of students reported for misbehavior had only one or two incidents. Finally, 12.6 percent of the total school population accounted for 66.1 percent of all reported incidents, and 95 percent of all reported incidents of misbehavior involved male students. At best, the data were found to be equivocal. In many instances, the data indicated that the program had no effect, or even a negative one, on student behavior. Appendices, comprising more than half the document, present task checklists and extensive survey results.

Malm, Julie R. "Conflict Resolution Strategies: Anger and Aggression in School Age Children." M.Ed. thesis, Dominican College of San Rafael, San Rafael, CA, 1992. ERIC, ED348637.

This paper reviews a number of school conflict resolution programs, concluding that the impact of conflict resolution has been positive. For example, individual schools and school systems in 30 states are using the San Francisco Community Board Program. Educators hope that by initiating mediation in the early grades, there will be less violence when students reach high school. The author argues that the education system needs to radically redefine its purpose if change is going to occur. Schools must also accept the idea that they have become a stand-in for parents as a training ground and source of ethics and moral preparation for youths. Thus, schools must provide strong models and programs for social behavior.

Manos, Michael J., et al. Youth Development Project: Preventive Intervention in Delinquency. Three Year Evaluation Report 1984-1987. Honolulu: University of Hawaii, 1988.

The Youth Development Project is a research-based program for delinquency prevention. The project tested three strategies for children and youths at risk: social skills training, cooperative student team learning, and parent school liaison. Data collection and planning began in the 1983-1984 school year and intervention was started in 1984-1985. Various schools were compared. The project completed its third year in 1987. The project is intended to impact delinquency by influencing factors that precede delinquency. These factors include school failure, inability to get along with peers and adults, absenteeism from school, school tardiness, and disciplinary referrals. The following results were produced for the experimental group: (1) absenteeism was lower than for the comparison group; (2) tardiness decreased over time; (3) disciplinary referrals remained low and were significantly lower than for the comparison group; (4) teacher student relationships improved significantly; (5) teachers of the group reported greater ease with classroom management than previously; (6) students learned through student teams as well as with traditional teaching methods and liked team learning better; and (7) students and parents valued social skills training and reported that training had an impact at home and other relationships outside of school. Curriculum materials are developed for grades kindergarten to grade two and grades three to eight, and a high school curriculum is near completion. Training programs are available to assist other schools. The project has been replicated in 18 other schools.

Margalit, Malka, and Weisel Amatzia. "Computer-Assisted Social Skills Learning for Adolescents With Mild Retardation and Social Difficulties." <u>Educational Psychology</u> 10 (1990): 343-354.

This article reports on the evaluation of an intervention model for computer-assisted social skills learning. The computer program allowed for a controlled, structured, and easily changeable mini-environment, emphasizing four critical aspects of social learning: active learning, controlled and fluent processing, structure and schema organization, and strategy training. Twelve adolescents (aged 14 to 18) with mild retardation and social difficulties were trained on social conflict scenarios, integrating the software with strategy training. Youths increased their understanding of the social conflict situations as expressed on the software measures and on paper-and-pencil questionnaires. Three case studies are provided to demonstrate youths' individual learning styles, assessed through self-reports and teachers' ratings. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Markwood, Alan J. <u>Negotiated Conflict Resolution Comes to School: A Survey of Nine Examnles</u>. Amherst, MA: National Association for Mediation in Education, 1988.

Curricular approaches to negotiated conflict resolution are reviewed in this volume. Two of the nine examples are school-based mediation programs, while the other seven are drawn from fields such as developmental psychology, peace studies, communication, educational philosophy, and educational methodology. Each review consists of six parts: (1) identification; (2) background and rationale; (3) specific content and organization; (4) prior training or ongoing support; (5) evaluative use of material; and (6) discussion of best characteristics.

McFarland, William P., and William H. Culp. "Interpersonal Skills Training for Effective Conflict Resolution." <u>School Counselor</u> 39 (1992): 304-3 10.

This study developed and investigated the effect of a training program on the self-reported conflict resolution styles of eleventh graders. The systematic examination of the training was considered important because it could be used to evaluate the program and plan future interpersonal skills training. Two classroom sections of 22 female and 27 male students at a vocational school were trained, and two classroom sections of 21 female and 29 male students were not trained. After the training was completed, the conflict resolution styles of trained and nontrained youths were measured using the Organizational Conflict Communication Instrument by L. L. Putnam and C. E. Wilson (1982). The trained females reported using significantly more nonconfrontational strategies than the nontrained females. Youths' reactions to the training was favorable. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Mock, Ron, ed. <u>The Role Play Book: 32 Hypothetical Situations for the Practice of Interpersonal Peacemaking Skills</u>. Akron, OH: Mennonite Conciliation Service, 1988.

These role plays are organized in order of complexity. They begin with simple listening exercises and move to complex disputes which can take several hours to resolve. The role play situations include interpersonal, family, congregational, workplace, and community conflicts. There is also a section on victim/offender conflicts. This is a good resource for high school and college teachers.

Neugebauer, Bonnie. "Beginnings: Training Materials on Conflict Resolution." <u>Child Care Information Exchange</u> (1992): 84- 117.

This article introduces "Beginnings," a 16-page, pull-out section that contains workshop materials for child care program directors to use in teacher training. This issue of "Beginnings" deals with the theme of conflict resolution.

Parsons, Ruth J. "Empowerment for Role Alternatives for Low Income Minority Girls." <u>Social Work with Groups</u> 11 (1988): 27-45.

This article describes a small-group program created by Big Sisters, Inc. that intervened with adolescent low-income minority girls (and later nonminorities) through public schools with a six-month program. Ninety-minute groups of 8 to 12 girls used an empowerment intervention framework to develop educational and mutual aid activities (e.g., discussion, role playing, first-hand learning) directed toward four major social systems identified as significant problem-solving areas for adolescents: the health system, the informal peer group, the school and family, and the economic system. In addition to a program description, group characteristics such as composition, norms, cohesion, and conflict resolution are discussed.

Prutzman, Priscilla, et al. <u>The Friendly Classroom for a Small Planet</u>. Philadelphia: New Society Publishers, 1988.

This is a handbook on creative approaches to living and problem solving for children. Part of the Children's Creative Response to Conflict (CCRC) Program, this book is to be used as a guide for creative experimentation in the classroom. Since 1974, CCRC has been dedicated to three main goals: (1) to promote growth toward a community in which children are capable and desirous of open communication; (2) to help children gain insights into the nature of human feelings and share their own feelings; and (3) to explore with children the unique personal ways in which they can respond to problems and begin to prevent or solve conflicts. The book stresses the importance of incorporating the processes of cooperation and conflict resolution into the day-to-day activities of the classroom, offering useful techniques, games, and activities that establish the necessary context for children to cope with conflict.

Renwick, Stanley, and Nicholas Emler. "The Relationship Between Social Skills Deficits and Juvenile Delinquency." <u>British Journal of Clinical Psychology</u> 30 (February 1991): 61-71.

This study examined the relationship between social skills and degree of past involvement in delinquent activities in a group of 37 young offenders (mean age, 16 years). Social skills were assessed both by self-report and by a behavioral test. Results indicate no relationship between social skills deficits, as assessed by either method, and degree of delinquent behavior. Delinquency and social skills also exhibited different patterns of relationship with measures of personality, lending support to the conclusion that social skills deficits as currently construed are not causally related to delinquency.

Ross, R. R., and B. D. Ross. "Delinquency Prevention Through Cognitive Training." <u>Educational Horizons</u> 67 (Summer 1989): 124-130.

Based on research into factors associated with success in the treatment of delinquent and criminal behavior, this model suggests that training in social cognitive skills (particularly social perspective-taking) may help to insulate at-risk children. Successful training programs share techniques that have an impact on the delinquent's thinking. Delinquent youths often have deficits in interpersonal cognitive problem solving-skills that are required for solving problems in interaction with others. The lack of awareness or sensitivity to the thoughts or feelings of others severely impairs delinquent youths' ability to form relationships. Cognitive skills help to insulate the individual from personal, social, environmental, or situational pressure toward criminal behavior. Cognitive deficits place the individual at a disadvantage academically, vocationally, and socially, and they make the individual more vulnerable to delinquency. Education in parenting may be an important way to help parents teach youths interpersonal skills.

Schilling, Dianne, and Gerry Dunne. <u>Understanding Me: Activity Sheets for Building Life Skills and Self-Esteem in Secondary Students</u>. Spring Valley, CA: Innerchoice Publishing, 1992.

This document contains a set of activity sheets designed to enhance the self-esteem of middle school and high school students while helping youths to develop a number of important life skills. Designed to supplement other self-esteem enhancing strategies teachers are using, the activities in this book can be infused into the regular classroom curriculum. An introductory section recommends using activities on a regular basis, relating activities to academic assignments or to current community or school events, encouraging interaction, generating class discussions, respecting students' privacy, creating spin-off assignments, and using the skills developed through the activities. Activities are designed to help students develop, maintain, and enhance life skills in such areas as decisionmaking, goal setting, communication, conflict management, leadership, time management, refusal skills, responsibility, assertiveness, and career choice. Activity sheets are separate entities and may be used independently. Some sequential sets of activities focus on the areas of feelings, communication, leadership, decisionmaking, goal setting, influence, conflict management, and justice.

Smith, Melinda, Sara Keeney, and Jean Sidwell. <u>Mediation and Conflict Resolution for Gang-Involved Youth</u>. Albuquerque: New Mexico Center for Dispute Resolution, 1992.

This manual has been prepared to accompany training in mediation and conflict resolution for individuals who work with youths involved in gang activity. It can also serve as a resource manual for those interested in teaching gang-involved youths constructive and nonviolent methods of resolving disputes in community, family, or school settings. The materials in the manual are based on eight years of experience on the part of the New Mexico Center for Dispute Resolution in the implementation of mediation programs for children, youths, and families. The intent is for youth workers and agencies to decide how best to apply/adapt the processes of mediation and conflict resolution to meet the needs of their clients. The manual and accompanying training will provide youth workers with skills and tools to mediate interpersonal conflicts among gang-involved youths, collaborate with other agencies to mediate multi-party gang disputes in school settings, teach basic communication and conflict resolution skills to youths with whom they work, collaborate with community mediation agencies in mediating conflicts between gang-involved youths and their parents, and respond with greater insight to conflicts around issues of race and ethnicity. The manual is divided into sections on mediation for gang-involved youths and multi-party gang disputes, communication and conflict resolution skills for gang-involved youths, and parent/child mediation for gang-involved youths.

Sprunger, Ben, and Daniel Pellaux. "Skills for Adolescence: Experience With the International Lions-Quest Program. Special Issue: Preventions in Adolescence." <u>Crisis</u> 10 (1989): 88-104.

This material describes the Skills for Adolescence program for 10- to 14-year-olds and its adaptation for use across national borders. The program, based on school, community, and parent involvement, emphasizes effective communication, self-efficacy, social skills, and strengthening the family. The aim is to enable youths to make positive choices and informed, considered decisions about their own behavior. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

State of California, Department of Education, Task Force to Promote Self-Esteem and Personal and Social Responsibility. <u>Toward a State of Esteem</u>. Sacramento: State of California, Department of Education, 1989.

On the verge of becoming the first state with no racial or ethnic majority, the California Task Force to Promote Self-Esteem recognized that the state's biggest challenge was to realize its promise as a truly multicultural democracy. This final report of the Task Force addresses its specific legislative mandates: (1) to compile research regarding how healthy self-esteem is nurtured, harmed or reduced, and rehabilitated; and (2) to make findings and recommendations applicable to the relevant areas of study that will enhance the broadest possible understanding and appreciation by policymakers, program operators, and all Californians. Organized in sections which correspond to the primary elements in the definition, this document provides practical guidance to those who want a better understanding of self-esteem and how it is nurtured. The sections include topics such as appreciating our worth and the worth and importance of others,

affirming accountability for ourselves, and our responsibility toward others. The Task Force's recommendations are directed to persons across a broad spectrum of interests, arranged by the following subjects: the family, education and academic failure, drug and alcohol abuse, crime and violence, poverty and chronic welfare dependency, and the workplace.

Stuart, Lora Alexa. Conflict Resolution Using Mediation Skills in the Elementary Schools. N. p., 1991. ERIC, ED 333258.

While conflict resolution programs in elementary schools have been in existence for the last decade, few studies have provided quantitative data concerning the effectiveness of such programs. A study was conducted that used interviews and surveys to focus on the development, implementation, and results of a conflict manager program at one elementary school. Possibilities for mediation in schools without formal programs were also considered. This paper presents the results of this study and traces the history of the mediation program at Greer Elementary School in Charlottesville, Virginia. It discusses how and why the program was started, lists major goals of the program, and explains the pilot project, which involved third-, fourth-, and fifth-grade students. The training of personnel is described and the basic format for mediation is presented in outline format. Feedback obtained from questionnaires and interviews with the student mediators, the general student body, and the faculty at Greer Elementary School is discussed. This descriptive feedback supported conflict resolution programs as a viable way of reducing tension, enhancing student self-esteem, increasing student responsibility, increasing instructional time, and improving the skills involved in effective problem solving, communication, teamwork, and critical thinking. Other options for mediation in schools are suggested. Extensive appendices include learning activities, survey forms, and student handouts.

Tabachnick, B. Robert. "Studying Peace in Elementary School: Laying a Foundation for the 'Peaceable Kingdom.'" Theory and Research in Social Education 18 (1990): 169-173.

This article reviews peace education (PCE) at the elementary level. This curriculum emphasizes developing knowledge, attitudes, and action in the micro-context of personal interactions for younger elementary children extending to children in grades four through seven. The goal is on "positive peace" rather than merely an absence of violence. In many of the curriculum guides in PCE for elementary schools, an attempt is made to raise pupils' consciousness about peace; problems of choice and action become the focal point for learning a language for disputes; problems suggest the invention and analysis of strategies for resolving conflicts; and problems lead children to move from understanding to appropriate action. Children are stimulated to imagine ways to create a vigorously disputatious, but peaceful world of different groups and nations. These ongoing activities infuse most of the curriculum and strengthen it.

Thompson, David W., and Leonard A. Jason. "Street Gangs and Preventive Interventions. Special Issue: Community Psychology Perspectives on Delinquency." <u>Criminal Justice and Behavior</u> 15 (1988): 323-333.

The authors evaluate intervention aimed at youths at risk for joining street gangs. In a quasi-experimental design, 117 targeted eighth-graders were assigned to classroom sessions, a combination of classroom sessions and structured after-school activities, or a no-treatment control group. To ascertain gang membership following the intervention, youths' names were compared with gang membership rosters obtained from informants. Four members of the control group and one youth receiving the more intensive intervention were subsequently identified as gang members. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Wichert, Suzanne. <u>Keeping the Peace: Practicing Cooperation and Conflict Resolution with Preschoolers</u>. Philadelphia: New Society Publishers, 1988.

This is a guide meant to help parents, teachers, and other caregivers create an environment in which the level of conflict is low enough that the adults can guide the resolution process so that it works for the child and can be used again by the child. Concrete and practical encouragement, insights, and suggestions are offered for creating a philosophical, physical, and emotional environment that fosters creative conflict resolution.

Williams, Sharon K. "We Can Work It Out." <u>Teacher Magazine</u> (February 1991): 22-23.

In response to recent school violence, schools are turning to conflict resolution training. The goal of such programs is to help students control their anger before anyone raises a fist or weapon. The article examines conflict resolution programs that involve teacher training, student mediators, and classroom curriculum.

SECTION 5

Peer Mediation

5. Peer Mediation

Many schools are experimenting successfully with peer conflict mediation. Here are several examples of this prevention model.

Asian Pacific Youth Project. Curricula: Peer Assistance Group, Parent **Support** Group, and Drug, Free Activities Group. Los Angeles: Asian Pacific Youth Project, 1990.

Three programs have been designed by Asian Pacific Youth Project to affirm cultural identity, improve communication skills, and reinforce family values. All three aim to develop open and facilitative atmospheres that parents and peers will find comfortable and safe in order to discuss concerns and issues and to share feelings, thoughts, and ideas. The drug-free group, for instance, allows participants to obtain factual information on drugs, to discuss legal aspects of substance abuse, to learn and describe the effects of drug use, to understand drug slang specific to each Asian-American ethnic group, and to practice careful listening and speaking skills. The parental support group identifies contributing factors for gang participation, interprets communication patterns between parents and children in order to prevent blocked communication, and explores the concept of Asian and Pacific family life and the implication regarding daily stresses. The Peer Assistance Group learns and practices decision-making skills that reflect values, learns to approach a problem methodically, and learns how to intervene in peer drug/alcohol abuse.

Burrell, Nancy A., and Sally M. Vogl. "Turf-Side Conflict Mediation for Students." Mediation Quarterly 7 (Spring 1990): 237-250.

This article examines the training, mediator selection, and operation of a peer-mediation program (PMP) in a public school system and discusses the importance of evaluating pilot PMPs and the implications for instituting additional PMPs. In the PMP, third through twelfth graders act as third party neutrals for school disputes involving fighting, disruptive behavior, and vandalism. Anecdotal data suggest that the PMP has been positively received. Students feel that they are working on their conflict-management skills, teachers note fewer incidents of fighting and disruptive behavior, and administrators feel that students are taking responsibility for their behavior. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

California State Legislature, Joint Committee on Organized Crime and Gang Violence. Peer Counseling: A Proposal to Counter Street Gang and Drug Influence. Sacramento: State Capitol Joint Publications, 1989.

The report of a 1989 hearing before a California legislative committee presents testimony from committee members and youths regarding the nature and impact of peer counseling as a means for reducing the influence of gangs and drugs among California youths.

Cheatham, Annie. "Teaching and Practicing Mediation: Finding the Congruence;" <u>The Fourth R</u> 14 (April/May 1988): 6.

Cheatham examines four principles of mediation followed by ways in which training sessions can model those principles.

Children's Creative Response to Conflict. "Sociocratic Model for Choosing Classroom Mediators." <u>The Fourth R</u> 14 (April/May 1988): 1.

In this model of peer mediation selection, students choose each other to become mediators. Neither adults nor administrators make selections. This approach trusts the wisdom of youths, first and foremost.

Children's Creative Response to Conflict. <u>Mediation Packet</u>. Nyack, NY: Children's Creative Response to Conflict, 1993.

The <u>Mediation Packet</u> is a holistic approach to school mediation that deals with the roots of conflict through experiential activities in the classroom. This approach is characterized by four themes that are designed to lead children to a better understanding of themselves and others: (1) cooperation, building an affirming classroom atmosphere; (2) communication, listening and speaking in ways that improve understanding; (3) affirmation and building positive self-concepts for oneself and others; and (4) conflict resolution, creative, nonviolent ways of dealing with conflict. Trainees experience activities in each of these four areas, with the greatest amount of time spent on practice meditations, followed by communication skills development. Affirmation and cooperation are developed by participation in specific activities, and experienced as a thread weaving through all other activities. According to Children's Creative Response to Conflict, "students trained as mediators show a remarkable increase in self-esteem. They gain many skills, and develop confidence, poise, and a sense of empowerment." CCRC offers four models for mediation training: in-classroom, schoolwide, the enrichment program for an entire class, and the gifted and talented leadership model.

Cohen, Richard. "School Based Mediation Programs: Implementation Overview." Cambridge, MA: School Mediation Associates, 1988.

Cohen presents a list of implementation steps for starting a conflict resolution program.

Cohen, Richard. "Training Teachers and Students Together." <u>The Fourth R</u> 14 (April/May 1988): 4.

This piece features a list of reasons why training students and teachers together is beneficial for a school mediation program and is good for the trainees. A description of four important steps to ensure success during the training process also is included.

Community Dispute Resolution Center. "How to 'Sell' Mediation to a School Community." Ithaca, NY: Community Dispute Resolution Center, 1988.

The Community Dispute Resolution Center has introduced conflict resolution to schools in its area since the early 1980's. However, the group always has sought to have the schools take control of the programs after a period of time. In an effort to help others understand the importance of school "ownership," they have developed this packet of materials. It contains suggestions for setting up and working with a school advisory committee. The packet includes sample agendas for planning sessions, suggested timelines, letters of agreement, notices to families, recruiting forms, teacher questionnaires, family permission slips, and press releases, among others.

Community Dispute Resolution Center. Mediator's Steps for Problem Solving. Ithaca, NY: Community Dispute Resolution Center, 1988.

Each page spells out one step in the problem-solving process and suggests phrases and questions for the new mediator. This is an excellent training tool for guiding student mediators.

Crary, Daniel R. "Community Benefits from Mediation: A Test of the 'Peace Virus' Hypothesis." Mediation Quarterly 9 (1992): 241-252.

Crary evaluated the effects of a peer mediation program (PMP) organized and conducted in a large, culturally diverse, urban middle school. One-hundred-twenty-five student disputants (grades six through eight) and 23 faculty and staff members were surveyed. Results indicate that the PMP had high levels of utilization, individual case resolution, and satisfaction with outcomes. Faculty responses also indicated that the amount of conflict on campus was lowered while the PMP program was in effect. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Davis, Barbara, and Paul Godfrey. Fuss Busters Teachers Guide. Asheville, NC: The Mediation Center, 1988.

A manual for elementary school teachers who want to implement Fuss Busters Peer Mediator projects. Its premise is that children, given the necessary instruction and direction, are capable of solving their own problems. The first part explores conflict, feelings, communication and anger. The ABC's of solving conflicts-setting the stage, asking questions, brainstorming, choosing solutions that work for all-are covered in the manual's second part. Exercises are scattered throughout as are role play suggestions. The manual is well written and directions are easy to follow.

Einstein-Gordon, Vivian. "The Chicago Model and Beyond." <u>The Fourth R</u> 13 (February/March 1988): 3.

This article is by a pioneer in school mediation. Einstein-Gordon discusses how she developed a program on conflict resolution for all tenth graders in Chicago. She then suggests how her experience can be translated to other schools.

Greenberg, N. "How College Students Can Help Delinquents." <u>Journal of Criminal Justice</u> 8 (1990): 55-63.

Sociologists and government agencies have long advocated that delinquents be made to associate with conventional role models and, by this means, be drawn away from delinquency. Unfortunately, the advocates of this position have not been able to offer practical and efficient methods by which such association can be accomplished on a large scale. This article describes the Discovery program, which makes it possible for large numbers of identified delinquents to have routine contact with college students in a way that is convenient and enjoyable both for students and juveniles. This program has been offered in juvenile detention facilities in Western Massachusetts since 1982. Approximately 200 juveniles and an equal number of college students have participated. All of the college students, 95 percent of the juveniles, and all of the staff members surveyed have expressed satisfaction with the program. No one has complained of being harmed or degraded by the program. Compared to other programs designed to enable college students to serve as confidants or counselors of juveniles, this one is much more tightly structured; consequently, it requires less training of the students and fewer meetings between students and juveniles. This in turn makes it possible for more students to get involved.

Holland, Penny. "Statewide Institutionalization in New Mexico." <u>The Fourth R</u> 13 (February/March 1988): 1.

By 1988, over 60 schools in New Mexico had conflict resolution take place. This article describes how the New Mexico Center for Dispute Resolution worked with school administrators and state legislators to put those programs in place.

Kestner, Prudence B., Unyong Kim, and Judy Devonshire, Eds. <u>Education and Mediation: Exploring the Alternatives</u>. Chicago: American Bar Association, 1988.

This is a compilation of papers presented at the National Conference on Education and Mediation held in April 1988. It also includes articles previously published in the field. The editors have included a section on implementation using materials from several school programs. The bibliography is annotated.

Kim, Sehwan, Jonnie McLeod, Donna Rader, and Grace Johnston. "An Evaluation of a Prototype School-Based Peer Counseling Program." Journal of Drug Education 22 (1992): 37-53.

This report describes short-term results of a high school peer counseling (PRC) program evaluated on (1) program content as evaluated by the PRC trainees; (2) trainees' perceived instructor quality; (3) instrumental objectives deduced from the PRC training program; and (4) ability of the PRC program to reach other students. A significantly larger proportion of trainees had more favorable attitudes toward the content of the PRC program compared to content of their school curricula and toward the instructor compared to their regular teachers. The PRC program improved trainee self-esteem and social values. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Kingsley, R. F. "Peer Connection Program: An In-School Resource for High-Risk, Delinquency-Prone Students." Juvenile and Family Court Journal 40 (1989): 25-28.

This article describes a model peer leader program developed in Schenectady, New York that trains high school students to act as role models and facilitators for high-risk elementary and junior high school students. The program, a credit-bearing high school course, requires that peer leaders define their own values and goals before attempting to help others. Peer leaders then work with fourth, fifth, and sixth graders and their parents in the development of healthy attitudes and effective coping skills. Program evaluations indicate that peer leaders aid in developing anti-drug attitudes and behavior among younger students and their parents.

Lam, Julie A. School Mediation Program Evaluation Kit. Amherst, MA: National Association for Mediation in Education, 1989.

The School Mediation Program Evaluation Kit describes a methodology for evaluating one's school-based mediation program, designed to help administrators answer two key questions: "Is the program being implemented as planned?" and "Is the program reaching its goals and objectives?" This kit provides all materials necessary to answer the above questions, including the following: monthly recordkeeping forms; program contact forms; training evaluation forms; questionnaires to assess pretraining attitudes, opinions, and feelings and to assess the impact on disputants; parental consent form; a survey form to collect information on impact of the program; and a participant follow-up form.

Lane, Pamela S., and Jeffries J. McWhirter. "A Peer Mediation Model: Conflict Resolution for Elementary and Middle School Children." Elementary School Guidance and Counseling 27 (1992): 15-23.

Lane describes school peer mediation as a mode of student conflict management to be used with elementary and middle school students. The background and theoretical assumptions underlying the model are explained, benefits to students and to the school are discussed, and training of staff and student peer mediators is described. A peer mediation process checklist is appended.

McCormick, M. Melissa. <u>Mediation in the Schools: An Evaluation of the Wakefield Pilot Peer-Mediation Program in Tucson, Arizona</u>. Chicago: American Bar Association, 1988.

McCormick's findings demonstrate the outcomes of various school-based peer-mediation programs, focusing on the Wakefield Junior High School Pilot Peer-Mediation Program established in March 1987 in Tucson. The report also aims to elaborate the theoretical assumptions underlying such programs with regard to human aggression, to clarify fundamental differences between traditional disciplinary systems and the peer-mediation approach, to present a methodology for evaluating the effectiveness of school-based peer mediation, and to assess the Wakefield Peer-Mediation Program (WPMP) according to preparatory and primary goals of that program. In keeping with findings from other programs, McCormick points out that results from her nine month comprehensive study of WPMP demonstrate that the Tucson pilot program is responsible for, among other positive outcomes, a 47 percent decrease of in-school aggression. Wakefield student mediators are found to have effectively helped their peers resolve conflicts in a nonaggressive manner, with most students capable and willing to adopt the collaborative style of conflict resolution. This in turn has led to a substantive and lasting reduction of aggressive behavior.

Robertson, Gwendolyn. <u>School-Based Peer Mediation Programs: A Natural Extension of Developmental Guidance Programs</u>. Massachusetts: N. p., 1991. ERIC, ED346425.

School-based peer mediation programs are natural extensions of the kindergarten to grade 12 developmental guidance programs. Peer mediation programs not only provide schools with alternatives to traditional discipline practices, but also teach students important life skills. Existing research on peer mediation is very limited yet promising. This paper highlights five successful school-based peer mediation programs around the country, presenting research on their effectiveness and discussing issues facing school counselors who wish to introduce a school-based peer mediation program into their schools. The five programs described include: (1) PROJECT SMART (School Mediators Alternative Resolution Team), implemented in several of New York City's high schools; (2) the Conflict Manager Program implemented by the Community Board of San Francisco and adapted for schools in North Carolina; (3) the Wakefield Junior High Peer Mediation Program implemented in Tucson, Arizona, and modeled after the Conflict Manager Model; (4) the Hawaii Mediation Project, first piloted at Farrington High School and now serving 12 high schools and intermediate schools in Hawaii; and (5) the Mediation in the Schools Program in New Mexico. Following descriptions of each program and the research conducted to evaluate each program, there are sections discussing characteristics of successful programs, issues in selecting and training mediators, and implications for school counselors.

San Diego Youth and Community Services. <u>Information on How To Set Up a School Mediation Program</u>. San Diego: San Diego Youth and Community Services, 1992.

This is an extensive guide to empowering and teaching students how to make positive choices, help their peers (e.g., tutoring, giving educational presentations), and become more involved in their own education. Students who volunteer for the program deal with pressing issues (communication, conflict resolution, drug/AIDS information, life skills, study skills, tutoring skills, and helping skills) in order to improve communication within their school and to decrease the number of violent conflicts.

Schrumpf, Fred, Donna Crawford, and H. Chu Usadel. <u>Peer Mediation: Conflict Resolution in Schools (Program Guide: Student Guide)</u>. Champaign, IL: Research Press Company, 1991.

This program guide and accompanying student manual attempt to help middle and high school. students acquire skills to deal with school-based conflict through peer mediation. The program, known as Common Ground, was first implemented at the secondary level in Urbana, Illinois, and has resolved over 500 disputes at Urbana Middle School at a 95 percent success rate, according to the authors. The model has been adopted in several other school districts across the Midwest and has been used successfully to resolve a variety of conflicts. The approach presented here assumes that conflict is a normal and positive force that can accompany personal growth and social change. The information necessary for conducting a successful peer mediation program is included in this volume and the student manual: background information on the nature of conflict, an overview of the peer mediation process, description of program organization and procedures, and training activities and materials. To deal with conflict, a trained peer mediator facilitates a process of communication and problem-solving that leads to resolution. Peer mediation is explained to students as "a chance to sit face to face and talk, uninterrupted, so each side of the dispute is heard. After the problem is defined, solutions are created and then evaluated. When an agreement is reached, it is written and signed." Students who qualify for this program are selected with the following criteria: (1) their teachers feel they possess the qualities necessary to be a good mediator; (2) they possess good judgment and the respect of their peers; and (3) they are representative of one of the various groups in the school. In the training workshop, each student is taught to help students in conflict work together to solve problems, taking a "win/win" approach to conflict resolution. Specifically, students learn the causes and results of conflict, the role of the mediator, communication skills, and steps in the mediation process. The manual itself consists of the aforementioned steps, as well as a comprehensive overview of the mediation process, brainstorming worksheets, a peer mediation agreement, and a peer mediation contract.

Thomas, Nathaniel, and Leonard A. Jason. "A Preliminary Study on Improving Tutoring Skills Among Black Inner-City Children." <u>Journal of Black Psychology</u> 15 (1989): 163-172.

In a youth organization that provided academic tutoring for inner-city grade school children, tutors were trained to use social reinforcement. Behavioral observations were made during baseline, training, and follow-up phases. The behaviors of interest were tutor approving,

disapproving, and attending behaviors.   Each tutor took part in six training sessions. After training, all three tutors (aged 15 to 18 years) showed increases in their use of social reinforcement during tutoring. Specific issues involving training minority tutors in ways that are consistent with cultural values are discussed. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Wampler, Faye W., and Susan A. Hess.   Conflict Mediation for a New Generation. Harrisonburg, VA: Community Mediation Center, 1992.

This manual was developed to assist schools and trainers in preparing students to become peer mediators in conflict resolution. The peer mediation program recognizes that conflict is a natural process, that students can solve their own problems, and that students are responsible people. With this in mind, the authors have attempted to supplement a workshop that is largely experiential; provide educators with training materials to use with students in implementing a peer mediation program; and serve as a resource for educators who wish to teach students conflict resolution skills within a particular curriculum. The mediation program itself seeks to achieve the following: (1) to resolve minor peer disputes that interfere with the education process; (2) to build a stronger sense of cooperation and school community; (3) to improve the school environment by decreasing tension and hostility; (4) to increase student participation, self-esteem, and leadership skills; (5) to build communication and practical life skills; and (6) to improve student performance. To achieve these ends, the manual is divided into three main sections (for elementary, middle school, and high school students), each containing a mediation training schedule, exercises, games, and discussion topics.

SECTION 6

Multicultural Awareness Curricula and Cultural Sensitivity Training

6. Multicultural Awareness Curricula and Cultural Sensitivity Training

This material recognizes the importance of understanding culture as a basis for one's identity and assumptions, with an eye toward building self-esteem, as well as the importance of understanding other cultural orientations. These materials emphasize the necessity for multicultural, nonsexist awareness and sensitivity training infused with culturally specific content.

Baker, Andrea. BRIDGE Curriculum Guide: Exploring the BRIDGE to Success. Portland, OR: The Private Industry Council, 1988. ERIC, ED310181.

This guide, designed for use in a ninth-grade BRIDGE class, is a comprehensive source of learning activities intended to help motivate youths to stay in school and acquire the skills required to succeed both in school and at work. BRIDGE, a program conceived by Public/Private Ventures in Philadelphia, is for high-risk students in Portland who face multiple barriers to academic success and employment. The course consists of the following units: (1) self-esteem; (2) self-responsibility; (3) decisionmaking; (4) managing time without losing it; (5) conflict resolution; (6) communication; (7) peer relationships; (8) career awareness; (9) leadership; (10) career goals and expectations; (11) multicultural, multiethnic awareness; (12) "me, myself, and I" (a self-examination through autobiography); (13) traditional and nontraditional roles; (14) substance abuse; (15) self-preservation; (16) community resources; (17) planning for the summer; and (18) using leisure time. Each unit contains an overview; "thoughts to ponder" (a collection of related quotations and sayings); vocabulary; activities; journals (integrating the unit with a student journal); and closure (suggested wrap-up activities). The appendices include a chart illustrating how basic skills can be integrated with unit activities over a two-week period; eight assessment, student record, and parent contact forms; three forms to accompany sustained silent reading activities; and a bibliography consisting of 47 resources for students, 28 resources for teachers, 13 films, and 3 filmstrips.

Benard, Bonnie. Moving Toward a "Just and Vital Culture": Multiculturalism in Our Schools. Portland, OR: Northwest Regional Education Lab, 1991. ERIC, ED336439.

This paper addresses the key findings of a study exploring the relationship between ethnicity and substance abuse and discusses them in relation to the school's role in prevention. Substance abuse cannot be addressed in ethnic communities without also addressing poverty, lack of adequate housing, health and child care, education, employment, and racism. Schools have a role to play in adopting policies and programs demonstrating an appreciation for our rich cultural heritage. Components of a multicultural school environment include the following: (1) active involvement of the school community, including representatives from the ethnic groups in the school; (2) a school policy committed to an education affirming human diversity; (3) redistribution of power within the school and classrooms to include cooperative learning, peer resource programs, cultural sensitivity training, and instruction in the rules of the culture of power; (4) high expectations by teachers for ethnic minority and youth; (5) infusing curricula with multicultural content, valuing primary languages, and avoiding the labels of ethnic-specific learning styles; and (6) hiring ethnic minority teachers when possible. Key findings from

"Prevention Research Update Number Two" for Asian-American, African-American, Hispanic, and Native American youths are summarized in four lists. A list of 80 references is included.

Black, Cheryl, Hilda Paz, and Richard R. DeBlassie. "Counseling the Hispanic Male Adolescent." <u>Adolescence</u> 26 (1991): 223-232.

This article describes how psychological and emotional stressors may create special counseling needs in Hispanic male adolescents. General attitudes, cognitive and social styles, moral development, and self-conceptualization of Hispanic children and youths are affected by formative influences of the family unit and of the curricular organization and attitudes in public schools. It is suggested that counseling may work better for Hispanic male adolescents if youths are encouraged to maintain ties with their traditional culture while incorporating coping skills effective in the cultural mainstream. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Costantino, Giuseppe, Robert G. Malgady, and Lloyd H. Rogler. "Folk Hero Modeling Therapy for Puerto Rican Adolescents." <u>Journal of Adolescence</u> 11 (1988): 155- 165.

The authors review several approaches to the delivery of culturally sensitive mental health services to Hispanic populations and describe the development of a new modality for Puerto Rican adolescents that presents Puerto Rican folk heroes and heroines in a modeling therapy targeted toward enhancing adolescents' pride in their ethnic heritage, self-esteem, and adaptive coping with stress. Twenty-one Puerto Rican adolescents (aged 11 to 14 years), some with their mothers, participated in small-group therapy sessions. The therapy was evaluated by summarizing therapists' progress reports on each youth and by interviewing youths about their impressions of the therapy experience. Results indicate that youths increased in self-disclosure and self-confidence, gained pride in being Puerto Rican, learned adaptive mechanisms for coping with stress, and enjoyed learning about famous Puerto Ricans and their culture. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Cushner, Kenneth. "Assessing the Impact of a Culture-General Assimilator." <u>International Journal of Intercultural Relations</u> 13 (1989): 125-146.

The author analyzed a modified version of a culture-general assimilator (CGA) by R. W. Brislin and colleagues (1986), designed to prepare sojourners for experiences in a wide range of cross-cultural settings for its impact on knowledge gain and behavioral and affective change. Twenty-eight English-speaking high school students from 14 countries who were hosted by an international exchange program in New Zealand for one year received CGA training soon after arrival. Twenty-two controls received traditional orientation. Results indicate that CGA-trained youths were (1) better able to identify dynamics that mediated cross-cultural interaction and adjustment; (2) better able to apply these concepts in intercultural interactions; (3) better adjusted; and (4) more efficient in their interpersonal problem-solving ability. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Gim, Ruth H., Donald R. Atkinson, and Soo J. Kim. "Asian-American Acculturation, Counselor Ethnicity and Cultural Sensitivity, and Ratings of Counselors." Journal of Counseling Psychology 38 (January 1991): 57-62.

This research studies the effects of counselor ethnicity and cultural sensitivity and participant sex and acculturation on perceptions of counselor credibility and cultural competence. Asian-Americans attending a major West Coast university listened to a tape-recorded counseling session in which the counselor was described as either Asian-American or Caucasian-American and portrayed as either culture sensitive or culture blind. The counselor was rated as more credible and culturally competent under the culture-sensitive portrayal than under the culture-blind portrayal and when introduced as Asian-American than when introduced as Caucasian-American. Although no main effect was found for participant sex or level of acculturation, both variables contributed to several significant interactions. Possible explanations and implications of these results are discussed.

Glick, Ronald, and Joan Moore, eds. Drugs in Hispanic Communities. New Brunswick, NJ: Rutgers University Press, 1990.

The editors of this anthology strive to provide the reader with an accurate overview of the problems of drug abuse among the Hispanic communities in terms of national statistics, historic evolution, promising interventions, and social stigma. The editors note that "public concern about drugs in minority communities is often generated by panic over the potential impact on the broader social system. The mainstream reaction is to create distance from the communities and their problems." The contributing authors are concerned with Hispanic communities and how to respond with a concerted effort that is culturally sensitive to the needs of diverse populations from such countries as Puerto Rico, Cuba, Mexico, and other Spanish-speaking countries. Of the 11 research articles, 7 address drug use among male and female gang members. The researchers report on a variety of illegal drugs in several urban locations (e.g., Chicago, Los Angeles, New York, and Miami) and both adolescent and adult drug abusers.

Kassebaum, Peter. Cultural Awareness Training Manual and Study Guide. N. p., 1992. ERIC, ED347289.

This learning package is designed for use in conjunction with inservice training for law enforcement personnel in California as well as for use in law enforcement academies and community college administration of justice classes in police community relations. It consists of a manual on cultural awareness and a companion workbook. The learning package reflects the area of cultural awareness by including information from cultural anthropology and sociology. Topics include an introduction to cultural awareness, legal basis for cultural training, elements of culture, intercultural dynamics, conflict perspective, structural functionalism, interactionist perspective, gender dynamics, sexual harassment policy, customs, art, music, food, ceremonies and rituals, family and kinship, marriage, religion, dress or appearance, values, biases, language, attitudes toward law enforcement, immigrant terms, cultural change, immigrant and racial groups,

90

cultural perception, hate crimes, communication skills, and social stratification. The workbook is designed around the use of Gestalt psychology and behavioral psychology with cued exercises and opportunities to use the manual to revise responses.

Koester, Jolene, and Myron W. Lustig. "Communication Curricula in the Multicultural University." <u>Communication Education</u> 40 (1991): 250-254.

The authors argue in favor of developing and adapting curricula with a multicultural perspective. The article presents typical problems facing students who are outside their cultural context, describes the dominance of an Anglo perspective in courses, and offers five suggestions for developing multicultural communication curricula.

Leong, Frederick T. L., and Helen H. W. Kim. "Going Beyond Cultural Sensitivity on the Road to Multiculturalism: Using the Intercultural Sensitizer as a Counselor Training Tool." <u>Journal of Counseling and Development</u> 70 (September-October 1991): 112-l 18.

This article provides an overview of various cross-cultural counseling training models and points to the need to go beyond sensitivity training to actually providing culture-specific knowledge in training models. The Intercultural Sensitizer is presented as a training tool that can serve this need.

Merrick, Rose Marie. <u>Multicultural Education: A Step Toward Pluralism</u>. N. p., 1988. ERIC, ED30245 1.

Multicultural education is designed to increase cultural awareness and decrease ethnocentrism. This paper contains 31 article annotations that examine multicultural education. From the analysis of the articles, the following conclusions were reached: (1) although educators favor multicultural education, the programs receive little attention for implementation; (2) multicultural training received by preservice teachers is not always transferred into their classroom; and (3) the effort to remove racial bias from textbooks continues. The recommendations include providing materials and training for teachers, promoting positive attitudes among ethnic groups, requiring college students to take more courses that enhance cultural awareness, and examining student materials for racial or ethnic bias. A glossary is included.

Milwaukee Public Schools, African-American Male Task Force. <u>Educating African-American Males: A Dream Deferred</u>. Milwaukee, WI: Milwaukee Public Schools. 1990.

This document presents recommendations of the Milwaukee African-American Male Task Force (MAAMTF), which reviewed from January through April of 1990 current educational efforts and recommended strategies by which schools could better address African-American males' needs. The MAAMTF recommendations are to be implemented in two phases. The following are 11 Phase I recommendations: (1) multicultural curricula; (2) flexible structuring for academic areas;

(3) quality after-school, summer, and Saturday programs; (4) enhanced homework policies; (5) staff training and assistance for working with diverse populations; (6) increasing the number of African-American teachers, especially males; (7) parent involvement; (8) in-service courses for all staff members on African-American history and culture and racism in America; (9) designation of some schools as professional development centers; (10) gender socialization courses; and (11) African-American male immersion academies. Phase II recommendations focus on long-range goals for systemwide revisions in terms of restructuring schools, developing strong self-concepts among African-American males, developing alternate discipline programs, revising curriculum, providing family support, involving the community, and allocating resources.

Orlandi, Mario A., ed. Cultural Competence for Evaluators. Rockville, MD: U.S. Department of Health and Human Services, Public Health Service, Alcohol, Drug Abuse, and Mental Health Administration, Office for Substance Abuse Prevention, 1992.

This is a guide geared towards alcohol and other drug abuse prevention practitioners working with African-American, Hispanic, American Indian, Alaska Native, and Asian and Pacific Islander American community groups. The Office for Substance Abuse Prevention's cultural competence series aims to increase understanding of America's ethnic heritage in terms of the risk factors and cultural factors that contribute to cultural resiliency. This first volume in the series sets out to enhance the knowledge base and skills of professionals who are responsible for evaluating alcohol or drug abuse prevention programs in ethnic and racial community settings. The authors have worked together to develop complementary chapters that provide conceptual frameworks and practical suggestions for evaluators working in these settings.

Pedersen, Paul B. A Handbook for Developing Multicultural Awareness. Alexandria, VA: American Association for Counseling and Development, 1988.

This book presents a practical guide on how to improve communication among culturally different peoples. It centers on three stages of multicultural development: awareness, knowledge, and skills. The book emphasizes the awareness of culturally learned opinions, attitudes, and assumptions. It applies the awareness, knowledge, and skill sequence to assessing needs, developing objectives, designing training, implementing training, and evaluating outcomes. Twelve exercises are presented to help trainees identify their own culturally learned assumptions, opinions, and attitudes. Ten culturally biased assumptions from a white, middle class, urban, male, dominant cultural perspective are discussed. The book emphasizes research-based knowledge of multicultural counseling. Data and information that describes why multicultural awareness is needed in the counseling profession are reviewed. The Triad Model for developing multicultural skills in counseling is presented. Four dimensions of skill development that apply to multicultural awareness are analyzed. Finally, basic elements of awareness, knowledge, and skill as they contribute to multicultural understanding are summarized.

Pedersen, Paul B. "Multiculturalism as a Generic Approach to Counseling." Journal of Counseling and Development 70 (September-October 199 1): 6- 12.

A generic theory of multiculturalism as a "fourth force" complementary to psychodynamic, behavioral, and humanistic explanations of human behavior is presented. The broad definition of culture includes demographic variables, status variables, and affiliations, as well as ethnographic variables such as nationality, ethnicity, language, and religion. According to this definition, the multicultural perspective applies to all counseling relationships and may be described as a fourth force in counseling from its own theoretical perspective. The broad definition of culture is discussed and applied to the field of counseling. The advantages of defining culture broadly and of understanding multiculturalism as a generic approach to counseling are discussed and supported along with the consequences of alternative perspectives.

Porter, Richard E. and Larry A. Samovar. Intercultural Communication: A Reader. 6th ed. Belmont, CA: Wadsworth, 1991.

This book constitutes a good introduction to the intercultural field. An introductory section lays out the basic concept, then focuses on cultures and identity of groups, cultural context, verbal and nonverbal interaction (including the relationship between culture and language in communication), the communication process, and ethical considerations.

Raby, Rosalind Latiner, ed. International Master Modules for Internationalizing the Curriculum: A General Catalogue. Los Angeles: Los Angeles Community College, Institute for International Programs, 199 1.

In 1986, the Los Angeles Community College District (LACCD) approved a revised mission statement affirming the importance of multicultural, international, and intercultural collegiate experiences that foster individual and group understanding. LACCD's International Curriculum Project seeks to promote and support the development of classes in international studies and the introduction of international components into existing classes. This catalogue presents summaries of over 175 International Master Modules that encompass over 60 disciplines and subject areas as well as new courses that reflect an international perspective. The courses have been taught at LACCD institutions as well as institutions in other states. Grouped into 46 alphabetized disciplinary categories, each module includes the course title, instructor's name, institution, and a brief description of the course. Information for ordering any of the master modules in its entirety is provided.

Reynolds, Amy L., and Raechele L. Pope. "The Complexities of Diversity: Exploring Multiple Oppressions." Journal of Counseling and Development 70 (September-October 1991): 174-180.

This work expands the definitions and comprehension of human diversity in multicultural counseling beyond its current simplistic frameworks. As the field of multicultural counseling

grows, understanding of the dynamics of human diversity becomes increasingly complicated. Current models of identity development create an incomplete picture of the multiple layers of identity and oppression. Some of the available identity development and acculturation models are reviewed. Issues are examined in light of Afrocentric psychology, which offers a broader perspective of human diversity and identity. Case examples of a 20-year-old Mexican-American man, a 35-year-old African-American woman, and a 24-year-old white woman who is also blind are presented to illustrate the complexities of identity for individuals experiencing multiple identities and multiple oppression.

Rogler, Lloyd H. "The Meaning of Culturally Sensitive Research in Mental Health." <u>American Journal of Psychiatry</u> 146 (March 1989): 296-303.

This article argues that research is made culturally sensitive through methodological insertions and adaptations designed to mesh the process of inquiry with cultural characteristics. Illustrations include pretesting and planning of research, collection of data and translation of instruments, instrumentation of measures, and analysis and interpretation of data. The insertions and adaptations ideally have a cumulative effect in rendering individual projects culturally sensitive and in building culturally informed research.

Simons, George F. <u>The Questions of Diversity: Revised and Expanded</u>. 4th ed. Amherst, MA: ODT, Inc., 1991.

This diversity assessment tool includes extensive questionnaires and diagnostic forms. Find out if your organization is ready to undertake a diversity training program. The guide includes key sections on motivation, cultural audit, critical issues, effort level, activities, managing dominant culture, transcultural competencies, and transcultural communication skills. Also included is "Working With People From Diverse Backgrounds," a tipsheet that discusses values in other cultures, racial and ethnic identity tips, phases of acculturation, and "How to Begin" suggestions.

Simons, George F. <u>Working Together: How To Become More Effective in a Multicultural Organization</u>. Los Altos, CA: Crisp Publications, 1989.

This is a useful resource on how to improve communication between men and women and among employees with different cultural and ethnic backgrounds. Case studies and worksheets help increase sensitivity to gender and cultural diversity and sharpen communication skills for increased productivity.

Simons, George F. <u>Working Together: Managing Cultural Diversity</u>. Los Altos, CA: Crisp Publications, 199 1. Guide with videocassette.

This video-book program introduces experts who help viewers understand and respect people from other cultures and who enjoy understanding and respect in return. It teaches how to manage

minds, words, and unspoken language to become more effective in a multicultural environment. The leader's guide helps even inexperienced individuals conduct meaningful and sensitive discussions. The package includes a 25-minute videotape, 6 copies of <u>Working Together,</u> and the leader's guide.

State of Iowa, Department of Education.   <u>A Guide to Developing Multicultural, Nonsexist Education Across the Curriculum.</u> Des Moines: State of Iowa, Department of Education, 1989.

This guide is designed to help administrators and teachers develop curriculum and improve instruction in multicultural, nonsexist education at all levels of education.   Multicultural, nonsexist education (MCNSE) is a process through which a body of knowledge and a set of attitudes and skills are infused throughout the curriculum. The purpose of this guide is to infuse MCNSE goals, objectives, strategies, and evaluation across the kindergarten through twelfth grade curriculum.   The following topics are included: rationale, teacher strategies and classroom examples for incorporating student goals and objectives into the curriculum, and evaluation. A glossary, an evaluation checklist, a 107-item annotated bibliography of resources on theory and classroom applications, and a list of resource organizations are appended.

Steele, Bonnie Blandy.   "Fostering Appreciation and Understanding of Multiculturalism Within the Elementary School Setting Using a Multi-Disciplinary Approach." Ed.D. practicum, Nova University, Ft. Lauderdale, FL, 1989. ERIC, ED312090.

A school district's international coordinator and a primary school teacher of 20 second-graders from 10 different ethnic groups implemented a program designed to improve the understanding and appreciation of cultural diversity among students, parents, and teachers at the Ithan Elementary School in Bryn Mawr, Pennsylvania. The program also served as a pilot for possible implementation in the social studies curriculum for the district. Program objectives involved the identification of weaknesses in the social studies curriculum for second-grade students, development of in-service workshops for second-grade teachers, and implementation of multidisciplinary units.   Involved teachers attended workshops, implemented and coordinated lessons, read research articles, discussed concerns, developed new methods for teaching multi-culturalism, and evaluated change.   Students gained understanding of cultural groups in the community. They developed effective ways to acknowledge and incorporate diversity and difference.   School-community networks helped maximize resources that fostered multiculturalism. Evaluation data indicated improved multicultural understanding and sensitivity among teachers and students, and increased parents' comfort in the school environment. Recommendations and dissemination plans are offered.

Sue, Stanley.   "Psychotherapeutic Services for Ethnic Minorities: Two Decades of Research Findings." <u>American Psychologist</u> 43 (April 1988): 301-308.

Considerable controversy exists over the effectiveness of psychotherapy for ethnic minority clients, especially when treated by white therapists.   Some researchers and practitioners believe

that ethnic clients are less likely to benefit from treatment.   Others maintain the position that ethnic clients are as likely as whites to show favorable outcomes from treatment and that ethnic or racial matching of clients and therapists is unnecessary. The available research findings fail to demonstrate that ethnic minorities achieve differential treatment outcomes, which tends to support the latter position. Explanations for the persistence of the controversy have included the lack of rigorous research on the issue and the social-political context of the controversy. This article argues that the issue has been misconceived. Ethnic or racial match in treatment is more of a moral and ethical concern, whereas cultural match is more of an empirical issue. Failure to differentiate between the two types of matches has prolonged an unresolvable question.

Takeshita, Carl.   "Culturally Related Issues in School Mediation."   The Fourth R 17 (October/November 1988): 1.

The author, a director of school programs in Hawaii, points out differences between Asian and Western cultures, and argues that school mediators need to understand cultural differences.

U.S. Department of Defense, Dependents Schools. Foreign Language/Intercultural Program. DS Manual 2650.9. Washington, D.C.: U.S. Government Printing Office, 1988.

The curriculum guides for foreign language and intercultural education programs in U.S. dependents' schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents' schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The appendix contains a variety of activities not specifically designed for one grade level but useful at all levels as a supplement to contents of the grade-level guides. These include a bank of foreign language and intercultural activities designed for 5- and 10- minute classroom intervals, suggested questions for interviewing a new student, planning ideas and projects for host country study trips, planning ideas for a host nation club, suggestions for creating a host nation scrapbook, ideas for an intercultural activity day, sports activities, suggestions for planning a volksmarch, suggestions for an international arts festival, and other thematic suggestions for host nation activities.

Wade, Priscilla, and Bianca L. Bernstein.   "Culture Sensitivity Training and Counselor's Race: Effects on Black Female Clients' Perceptions and Attrition." Journal of Counseling Psycholonv 38 (January 1991): 9-15.

This article examines the effects of brief culture sensitivity training for counselors. Effects of the counselors' race on black female clients' perceptions of counselor characteristics and the counseling relationship, and clients' satisfaction with counseling were examined in an actual counseling situation.   Client attrition across three sessions also was assessed. Clients assigned to experienced counselors who had received culture sensitivity training rated their counselor

higher on credibility and relationship measures, returned for more follow-up sessions, and expressed greater satisfaction with counseling than did clients assigned to experienced counselors who had not received the additional training. Although same race counseling dyads resulted in less client attrition, this factor did not influence client perceptions of counselors and the counseling process.

Walton, Flavia R., Valerie D. Ackiss, and Sandra N. Smith. "Education Versus Schooling: Project LEAD: High Expectations." Journal of Negro Education 60 (199 1): 441-453.

This article describes Project LEAD: High Expectations (PLHE), a community-based educational program aimed at preventing alcohol and drug use, premature sexual activity, and unintended births among African-American youths. The program utilizes a network of volunteer African-American organizations. The PLHE prevention curriculum is composed of modules on values, self-image, self-esteem, academic excellence, and vocational or career planning. Statistical analyses measuring the impact of the program model revealed a positive change in the youth participants' attitudes and levels of information obtained from trainers in each area of the curriculum. Trainers who completed the project modules indicated in questionnaires that they felt the project was excellent. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Wark, Linda K., and Norv Wellsfry. The ESL Student: Strategies for Meeting Their Needs. Paper presented at the Annual International Conference on Leadership Development of the League for Innovation in Community Colleges, San Francisco, CA, 8-11 July 1990. ERIC, ED324041.

Sacramento City College (SCC) enrolls a growing population of minority students requiring English as a Second Language (ESL) training. According to Wark, this shift in demographics resulted in two major challenges for SCC faculty: a visible language barrier and a more subtle and critical "culture conflict" between faculty and students. A handbook was developed to serve as the text for an inservice training program. The project consisted of a two-day faculty workshop focusing on the language and cultural barriers facing ESL students and ideas for developing customized teaching strategies to meet the unique needs of these students. Another one-day workshop focused on cultural conflict and resolution.

Woolner, Cate. Rethinking Mediation: Living Peacefully in a Multicultural World. Amherst, MA: National Association for Mediation in Education, 1992.

This is a bilingual student mediation guide adapted from the work of the Franklin Mediation Service, the Community Board, and the Children's Creative Response to Conflict.

Wurzel, Jaime S., and William Holt. "Teaching Aids for Multicultural Education (Teaching Aid Reviews)." <u>Communication-Education</u> 40 (199 1): 286-29 1.

This project outlines materials and resources that can facilitate the implementation of multicultural education in elementary, middle, secondary, and higher education. The underlying philosophy and objectives of six models of multicultural education are summarized in the review.

SECTION 7

Immigrants

7. Immigrants

Research studies examine the experiences of new immigrants to the United States. Program materials have been devised specifically for use with new immigrants. These articles discuss alcohol and drug abuse, inter-ethnic tension and cultural conflict, customizing materials to bring new immigrants into heterogeneous groups, and English as a Second Language.

Brauer, Jane Zion. "Empowering Hispanics in the Mainstream: Building a Curriculum Unit on Immigration and Central America." Equity and Choice 6 (1989): 42-48.

Brauer describes a six-week curriculum unit assisting Hispanic immigrant students entering mainstream urban elementary classrooms. The curriculum emphasizes interviewing activities that empower the new student and heterogeneous group activities that break down prejudice among mainstream students.

Center for Applied Linguistics, Refugee Service Center. Cultural Orientation. Young Adult Curriculum: Introduction. Washington, D.C.: Center for Applied Linguistics, 1989. ERIC, ED324984.

The text discusses and outlines the cultural orientation curriculum for young adults in the International Catholic Migration Commission's Philippine Refugee Processing Center. The program's goals for emotional and character development (self-awareness and self-esteem, cultural awareness, pro-activity, personal responsibility), knowledge of cultural information and resettlement realities, and cross-cultural adaptation skills (problem solving, goal setting and planning, information seeking, stress management, and socialization) are specified. The curriculum's organization includes the following: self, family, and home; work, school, and peers; community and society; as well as themes and projects, and emphasis on learning skills related to American socialization, such as throwing a frisbee. Commonly-used classroom instructional techniques, an outline of themes for each unit, a series of forms for developing individual student profiles, a reprinted article on the program's young adult emphasis, and descriptions of the young adult services and classroom crisis are components of the program.

Cervantes, R. C., M. J. Gilbert, N. S. deSnyder, and A.M. Padilla. "Psychosocial and Cognitive Correlates of Alcohol Use in Younger Adult Immigrant and U.S.-Born Hispanics." International Journal of the Addictions 25 (1990-91): 687-708.

Hispanic groups constitute nearly 9 percent of the U.S. population. Research undertaken in the last decade has demonstrated that segments of the Hispanic male population are particularly heavy drinkers and are at high risk for alcohol-related problems. This article reviews several of the most important studies of alcohol use and its consequences among Hispanics, and reports new data from a study of alcohol use and its correlates among 452 young adult men and women in Los Angeles. The findings show important differences between immigrants and U.S.-born Hispanics as well as clear gender differences in terms of alcohol use patterns, expectations about

the benefits of alcohol consumption, and depressive symptomatology associated with the use of alcohol. These differences have implications for the design of prevention and treatment services for Hispanics and these are discussed.

Chambon, Adrienne. "Refugee Families' Experience: Three Family Themes-Family Disruption, Violent Trauma and Acculturation. Special Issue: Family Therapy with Immigrant Families: Constructing a Bridge Between Different World Views." Journal of Strategic and Systemic Therapies 8 (Summer 1989): 3-13.

This article discusses refugee families' experiences of family disruption, violent trauma, and acculturation based on the author's involvement in a 1987 statewide refugee mental health needs assessment study. Institutional responses to refugee families are seen as contributing to family fragmentation and trauma and acculturation conflicts in the family. Implications for treatment, the nature of the helping relationship, and strategies for intervention are discussed. Case examples from Southeast Asian, Eastern European, Central American, and other communities are presented. (PsycINFO Database, copyright 1990, American Psychological Association, all rights reserved)

Chin, K. L., T. F. M. Lai, and M. Rouse. "Social Adjustments and Alcoholism Among Chinese Immigrants in New York City." International Journal of the Addictions 25 (1990-91): 709-730.

This article is part of a special issue on ethnic use and misuse of alcohol and drugs. The study is based upon patient files maintained by the Chinatown Alcoholism Services (CAS), interviews with CAS staff, and the clinical experience of the authors with Chinese alcoholics, this paper describes the social contexts of alcoholism among a group of working-class Chinese males in New York City. It focuses on the relationship between social adjustment and drinking behaviors, and analyzes the meaning of alcohol use and abuse within the ethnic community. The paper also examines the role of significant others in the alcoholics' drinking and help-seeking behaviors. Finally treatment and research issues pertaining to alcoholism among the Chinese are discussed.

Gilbert, M. J. "Alcohol Consumption Patterns in Immigrant and Later Generation Mexican-American Women." Spanish Speaking Mental Health Research Center 9 (1987): 299-3 13.

Drinking practices of immigrant Mexican women are described. The data were obtained from a secondary analysis of the results of a 1976 survey of the drinking patterns of Spanish speaking persons in three locations in California. The study group included 3 18 women, ranging in age from 18 to 60, who were interviewed in their homes. The study results revealed that Mexican women who have immigrated to the United States either abstain entirely or are very light drinkers. The rate of abstinence of women is higher than that of a sample of Mexican women residing in the Mexican state of Michoachan and other area of Mexico. This drinking pattern of high abstention is not, however, continued in succeeding generations. It is suggested that the increased drinking by later generations takes place in a context of acculturation. By contrast,

Mexican men who have immigrated to the United States show a consistent pattern of heavier alcohol consumption than men living in Mexico.

Haid, A. "Political Economy of Crack-Related Violence." <u>Contemporary Drug Problems</u> 16 (Spring 1990): 3 l-78.

The author concludes that violence associated with drug use and distribution results from unique impacts on particular neighborhoods that are determined by shifts in the overall political economy. Data were collected in ethnographic research since 1976 on marijuana and cocaine use in the Caribbean islands and in Caribbean immigrant communities of New York City. Research findings show that drug use and distribution are not the work of alienated, deviant, or anomic individuals. Activities of drug users and distributors may be viewed as being in perfect accord with transformations in the physical appearance of the study neighborhoods, in local housing conditions, in household composition, in relations between household members, and in the social integration of neighborhoods. The use and distribution of marijuana, especially from 1974 to 1981, became a symbol and an exemplary working model of control, capital accumulation, restrained interpersonal relations, reconciled families, and neighborhood integration at a time when Caribbeans in the United States and abroad were consolidating themselves politically, economically, socially, and culturally. Forced inter-neighborhood migration since the 1970's has caused overcrowding, which in turn affects household composition and alters relationships in ways that presage vandalism and a breakdown in authority relations. In terms of neighborhood social integration, forced inter-neighborhood migration continuously throws strangers together and prevents stable associations from developing. Underlying neighborhood destabilization are the flight of capital from local communities and the role of crack users and distributors in this process.

Ima, Kenji, and Charles Hohm. "Child Maltreatment among Asian and Pacific Islander Refugees and Immigrants: The San Diego Case." <u>Journal of Interpersonal Violence</u> 6 (September 1991): 267-285.

This article is an investigation of the cultural aspects of child maltreatment among Asian and Pacific Islander immigrant groups. It is an analysis of 158 cases reported to and handled by the Union of Pan Asian Communities in San Diego, California. Five parameters that may explain the patterns of reported child maltreatment in a population are identified by utilizing both quantitative and qualitative strategies: (1) home country traumas, especially among refugees; (2) differences in child rearing practices; (3) the relative visibility to welfare professionals and other publicly employed professionals; (4) the relative continuity of social support systems brought from country of origin; and (5) the relative ability to cope with cultural conflicts brought on by being newcomers. (Copyright 1992, Sociological Abstracts, Inc., all rights reserved)

Jang, Deeana, Debbie Lee, and Rachel Morello-Frosch. "Domestic Violence in the Immigrant and Refugee Community: Responding to the Needs of Immigrant Women." Response to the Victimization of Women and Children 13 (1991): 2-7.

This article discusses the combined factors which cause immigrant women to feel isolated, powerless and unable to escape the cycle of domestic violence. The nature of domestic violence in the immigrant and refugee community is described, and ways are suggested for increasing program accessibility to serve this changing community. There is a need to increase collaboration between immigrant and refugee community agencies and domestic violence projects. Criminal justice system and civil remedies are explored and strategies for legislative action are discussed. (PsycINFO Database, copyright 1992, American Psychological Association, all rights reserved.)

Jorgensen, Karen, and Cynthia Stokes Brown. New Faces in Our Schools: Student-Generated Solutions to Ethnic Conflict. San Francisco: Zellerbach Family Fund, 1992.

This curriculum guide for secondary school teachers addresses issues causing interethnic tension and conflict, highlights them through dialogue, and is designed to help students understand the origins of their attitudes toward other groups. An introductory section describes the need for the curriculum, explains the approach based on the perspectives of the students themselves, lists central concepts, discusses teacher attitudes, and offers a handout planner. "Who Are the New Immigrants and Refugees?" explores migration, refugees' place of origin, U.S. history and policy, geography, and the "push factor." "How Do Refugees Adjust to Life in a Receiving Community?" shows how teachers can help students analyze demographics, locate ethnic communities, discuss stereotyping and discrimination, understand group responses, and develop ideas for increasing communication and decreasing tension. "How Does Our School Face the New Refugee Challenge?" explores the school community, problem solving, and oral history gathering. Activities are described in focus sheets detailing their rationale, objectives, and evaluation. The following three essays are appended: (1) "The Newest Immigrants" (J. Bentley), (2) "The Immigration Act of 1990" (P. Gillett), and (3) "Refugees in the World Today: Main Characteristics and Outlook for the Future" (M. Moussalli). Also appended are a list of additional teaching resources, a 23-item glossary, and 32 student materials (handouts, homework assignment forms, figures, tables, informative synopses, and brief story outlines).

Lee, Evelyn, and Francis Lu. "Assessment and Treatment of Asian-American Survivors of Mass Violence." Journal of Traumatic Stress 2 (January 1989): 93-120.

These scholars outline traumatic historical events with a demonstrated relationship to posttraumatic stress disorder (PTSD) and review categories of traumatic events of the past forty years that are likely to predispose Asian survivors to PTSD or other psychopathology. The article discusses functional and dysfunctional coping strategies of Asian immigrants and refugees and presents four guiding principles for the psychiatric assessment of Asian immigrants and refugees who may have PTSD. Lee and Lu examine culturally specific treatment strategies including crisis intervention; supportive behavioral, and psychopharmacological approaches;

hypnosis; and folk healing. Recommendations are given for treatment, clinical service, training, and research. (PsycINFO Database, copyright 1989, American Psychological Assn, all rights reserved)

London, Clement B. "Educating Young New Immigrants: How Can the United States Cope?" International Journal of Adolescence and Youth 2 (1990): 81-100.

The author examines issues surrounding education of school-age children of immigrants from Third World countries. Youths often feel isolated and rejected by schools due to cultural conflict, culture-bound intelligence tests-resulting in inappropriate categorization and rejection by peers. Implications for national and local institutions are discussed, as are suggestions for teachers and support services. Curricular and instructional adjustments are suggested. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Massachusetts Commonwealth, Department of Education. Young Lives: Many Languages, Many Cultures. Boston: Commonwealth of Massachusetts, Department of Education, 1992.

This publication offers guidance on how best to care for and educate young children from diverse cultural backgrounds, whose first language is other than English. The question and answer format addresses issues on the following subjects: language and culture, screening and outreach, curriculum and physical environment, classroom language instructional models, working with families, administrative and staff considerations, and answers to myths about cultural groups and language learning. A resource section describes a variety of organizations and sources of information, assistance, and materials relevant to culturally and linguistically diverse programs. Books and print materials are highlighted in various sections of the text. Descriptions of developmentally appropriate materials, supplies, and equipment are provided in an appendix.

Nah, Kyung-hee. "Perceived Problems and Service Delivery for Korean Immigrants." Social Work 38 (May 1993): 289-296.

Interviews were conducted with 90 Korean families who had lived in the United States for less than 10 years. Problems common to all families studied included language barriers, employment and health, spousal and familial interpersonal relationship difficulties, and alienation and loneliness. Additional problems emerged, such as child rearing, mental illness, domestic violence, and legal and financial worries when discussing personal issues. (PsycINFO Database, copyright 1993, American Psychological Association, all rights reserved).

National Clearinghouse on Runaway and Homeless Youth. A Guide to Enhancing the Cultural Competence of Runaway and Homeless Youth Programs. Washington, D.C.: Family and Youth Services Bureau, U.S. Department of Health and Human Services.

This guide is designed to help runaway and homeless youth programs face the challenges of providing services to youth from culturally varied populations who are growing up in increasingly diverse communities. It articulates FYSB's basic assumptions about cultural competence and examines the following topics: creating a process for change, assessing current organizational competence, taking action, and managing the challenge of change. Among its useful appendixes are assessment questionnaires and materials on cultural competence; national resource groups; and matrices of community, youth, staff, board, and volunteer diversity.

Olsen, Laurie, and Carol Dowell. Bridges: Promising Programs for the Education of Immigrant Children. Menlo Park: California Tomorrow, 1989.

This directory, produced by the California Tomorrow Immigrant Students Project, describes seventy-five model programs for the education of immigrant children in California. Program descriptions are grouped around the following themes: (1) orienting immigrant students to American schools, assessing their academic status, health, and mental health, and meeting their needs prior to mainstreaming; (2) cultural maintenance, guidance and counseling, and war-trauma programs developed by community groups, youth agencies, and school personnel; (3) the need for conflict mediation, prejudice reduction, and friendship programs; (4) models of multicultural student projects and curricula; (5) school and community-based English language, remedial, and cultural adjustment programs; (6) projects that use multimedia technology; (7) parent participation programs; (8) multicultural training for classroom teachers; and (9) the need for developing culturally appropriate programs that integrate services to address the wide range of immigrant student needs. The following material is appended: (1) a list of resources and funding available from the California State Department of Education; (2) a 47-item bibliography of literature, films, and curricula for the elementary level; (3) a 63-item bibliography of books, films, and curricula for the secondary level; and (4) indices by program name, city, and school level.

Penalosa, Fernando. "Central Americans in Los Angeles: Background, Language, Education." Occasional Papers. No. 21. University of California at Los Angeles, Spanish Speaking Mental Health Research Center, 1986.

This paper discusses the background, characteristics, and experience of Central American immigrants to the U.S. Social life and customs, a multilingual environment in the immigrants' old and new homes, and the difficulties surrounding schooling in the United States are described. Problems faced by the immigrants involve a sense of loss and separation that is manifested in depression and anxiety. Also hypothesized is that children especially may suffer posttraumatic stress disorder (PTSD) syndrome from having suppressed emotions in the struggle to survive. (PsycINFO Database, copyright 1988, American Psychological Association, all rights reserved.)

Poole, Eric D., and Mark R. Pogrebin. "Crime and Law Enforcement Policy in the Korean American Community." Police Studies 13 (1990): 57-66.

The authors' examination of the Korean-American community focuses on structural relations of group solidarity and extent of knowledge about the United States criminal justice system. According to these researchers, the Korean-American community resolves problems and conflicts individually and privately. An ethnographic field study of crime in the Korean-American population of 8,000 residents in Aurora, Colorado, based on review of police records, participant observation in police work, and interviews with Korean-Americans being processed through the criminal justice system shows that language was a barrier to contacting the police and that experiences with police in Korea discourage Korean-Americans from seeking aid. Law enforcement and community-based initiatives are suggested to increase citizen participation in the policy making of law enforcement, including specialized training in human relations, culturally specific communication, a properly administered complaint review system, local management of crime problems through neighborhood coalitions, gang-prevention programs, and outreach-referral programs for victims of crime. (Copyright 1991, Sociological Abstracts, Inc., all rights reserved.)

Rumbaut, Ruben, and Kenji Ima. The Adaptation of Southeast Asian Refugee Youth: A Comparative Study. San Diego: San Diego State University, 1988.

This is the abridged version of a much larger two volume manuscript prepared for the Southeast Asian Refugee Youth Study (SARYS), a comparative study of the adaptation of refugee youth from Vietnam, Cambodia, and Laos. This project was conducted during 1986 and 1987 in San Diego to examine areas of both successes and problems of refugee youth, their educational and occupational attainments and aspirations, and to evaluate their prospects for economic self-sufficiency in the United States. A combination of quantitative and qualitative approaches are used here. At the quantitative level, the study compares Southeast Asian students against other ethnic groups in the San Diego area on various indices of educational attainment, occupational aspirations, and problem areas such as school dropouts and suspensions. Among Southeast Asians, it also compares each of the five major refugee groups (Vietnamese, Chinese Vietnamese, Lao, Khmer, and Hmong). At the qualitative level, the SARYS study conducted field observations and in-depth interviews with three groups of refugee youth: the Vietnamese, the Lao, and the Hmong.

SECTION 8

Team Organizing: Organizational Development Research

8. Team Organizing: Organizational Development Research

The literature on group processes, organizational development (OD), and organizational development training conceptualizes team building and places the process in the context of its most frequent use-business organizations. The team-building model can be applied in its purest form within businesses. It has been adapted for use in institutions and government bureaucracies, like school systems. Other modifications (and tradeoffs) are involved in applying team building to coalitions and collaborations among community organizations, agencies and schools or the police, parents and youths representing quite different constituencies, and institutional and professional cultures.

Bettenhausen, Kenneth L. "Five Years of Groups Research: What We Have Learned and What Needs to Be Addressed." Special Issue: Yearly Review of Management. Journal of Management 17 (June 1991): 345-381.

This article reports the findings of over 250 studies published between January 1986 and October 1989 that address the dynamics of small social groups. The reviewed work falls into several broad areas: (1) the fundamental tension between individuals and groups; (2) how the group's interaction affects group processes and outcomes; and (3) recent findings in each of seven areas of traditional interest in social psychology (parent/group polarization, social influence, social loafing, group cohesion, commitment, conflict, and goal setting). Research that specifically addresses work group effectiveness, self-managed teams, quality circles and team building interventions is summarized and discussed.

Gersick, Connie J. "Time and Transition in Work Teams: Toward a New Model of Group Development." Academy of Management Journal 3 1 (March 1988): 9-41.

The complete life-spans of eight naturally occurring teams (i.e., task forces) from six organizations are described in this article. Each group was convened specifically to develop a concrete piece of work. It was found that several groups did not accomplish their work by progressing gradually through a universal series of stages, as traditional group development models would predict. Instead, teams progressed in a pattern of punctuated equilibrium, through alternating inertia and revolution in the behaviors and themes through which they approached their work. Findings suggest that the groups' progress was triggered more by members' awareness of time and deadlines than by completion of an absolute amount of work in a specific developmental stage. A new model of group development is proposed that encompasses the timing and mechanisms of change as well as groups' dynamic relations with their contexts.

Head, Thomas C., Cyndi Gavin, and Peter F. Sorenson. "Contemporary Trends in 0. D.: 1989." Organization Development Journal 9 (Spring 1991): 1 l-32.

This annotated bibliography of articles on contemporary trends in organization development (OD) addresses the OD process, consulting skills and practices, instrumentation and measurement,

career development, and stress and burnout. Other topics include job redesign, creativity and imaging, leadership, participation, team building and groups, quality circles, conflict management, and goal setting and reward systems. (PsycLIT Database, copyright 199 1, American Psychological Association, all rights reserved.)

Head, Thomas C., and Peter F. Sorensen. "Contemporary Trends in OD: 1988." <u>Organization Development Journal</u> 7 (Winter 1989): 13-24.

This is an annotated bibliography of approximately 115 journal articles on contemporary trends in organizational development. It covers such topics as participation, stress and burnout, team building, conflict management, corporate culture, structure issues, international issues, power and politics, quality of work life, leadership, quality circles, performance issues, and goals.

Kormanski, Chuck. "Using Theory as a Foundation for Group Training Designs." <u>Journal for Specialists in Group Work</u> 16 (November 1991): 215222.

Kormanski encourages the use of theory as a foundation for group training designs and suggests how specific theories might be used. Design considerations are examined, and special attention is given to sequencing skills. Seven types of theories and models are discussed: experiential learning theory, taxonomy of educational objectives, group development theory, interpersonal relations theory, team-building model, motivational theory, and personality types. Theory-based designs (TBDs) address the most frequently noted negative comments from participants before they occur, including minimal participant involvement, no visual aids, and reading prepared lectures. TBDs encourage the learning to continue after the training event has concluded.

Packard, Thomas, Darlyne Bailey, and Pranab Chatterjee. "Organization Development Technologies in Community Development: A Case Study." <u>Journal of Sociology and Social Welfare</u> 19 (June 1992): 3-15.

The value of organizational development (OD) consultation technologies to community development (CD) is examined through case study analysis of the use of various OD technologies to facilitate the work of a human services task force in a medium-size city in a large Sunbelt metropolitan area. These organizational development consultant technologies include action research, process consultation, team building, strategic planning, management by objectives, enhancement of traditional CD through several means, facilitating goal accomplishment, informal team building, more efficient planning processes, establishment of formal community organizations, increased confidence among group members, and knowledge of the functioning of larger institutions. Cautious use of organizational development techniques in community development is suggested. While in CD the power structure is not the primary employer and work occurs in all levels of the system, in OD the power structure is viewed as the employer of the consultant and work occurs only at the upper levels of the system. Such a relationship between practitioner and management in OD technologies may limit the information, trust, and candor, and may bias the results of CD consultation toward viewing the responsibility for change

as residing in individuals rather than systems. OD technologies should not be recommended inappropriately or used without adequate training, though they are valuable under power-charged conditions.

Vogt, Judith F., and Stephen J. Griffith. "Team Development and Proactive Change: Theory and Training Implications." Organization Development Journal 6 (Winter 1988): 81-87.

This article examines change theory and the constructs of proactive change. The concept of team building is defined and three major phases of effective team building (self-awareness, relationship enhancement, and group development) are discussed. The authors discuss relevant factors that support the premise that team building is a proactive change strategy and present a descriptive model.

SECTION 9

Team Organizing: How to Do It

9. Team Organizing: How to Do It

The literature on how to carry out interorganizational collaborations with the involvement of parents and youths emphasizes the importance of this form of team building; presents steps for building collaboration, including various models and training materials; discusses qualities of successful collaborations and pitfalls in coalition building; and presents important skills that team members should have so that the process can succeed (e.g., listening, communication skills, problem solving and decisionmaking, goal setting, interpersonal conflict management, evaluation).

Beiter, David J., et al. The Team Process: Realizing Effective Group Work and Enhancing School Improvement Plans. Rochester, MI: Oakland University, School of Human and Educational Services, 1989. ERIC, ED329504.

Use of the team process in school improvement plans may play a role in how effective the group is in achieving its goals and objectives. Representative efforts and perceptions of the use of teams in local educational agencies were surveyed in multiple measurements, such as interviews, self-assessments, self-perceptions, and observations. The results indicated that core teams were not analyzing their team process; therefore, the individual members had very different perceptions about where the team was developmentally, which in turn influenced their self-perceived effectiveness. The findings and summary indicated that the team concept was central to all the school districts involved in school improvement plans. Nine out of 10 districts surveyed felt the need for assistance in team-process skills. Most teams said they utilized consensus as a decisionmaking method but indicated difficulty in the area of dealing with conflict. A Delta Team self-analysis and accompanying records provide a team-process example and a case history. Recommendations for accepting, adopting, and enhancing team building are included in an inservice process workbook of activities to be used in developing group facilitation.

Benjamin, Marva P., and Patti C. Morgan, eds. Refugee Children Traumatized by War and Violence: The Challenge Offered to the Service Delivery System: Proceedings of the Conference on Refugee Children Traumatized by War and Violence in Bethesda, MD, 28-30 September. 1988. Washington, D.C.: Georgetown University, Child Development Center, 1989.

This document summarizes issues presented by 16 scholars, researchers, and practitioners from the United States and Canada at a conference on refugee children traumatized by war and violence and suggests a service delivery model for children and their families. A large percentage of the legal and illegal immigrants who have entered the United States since the Refugee Act of 1980 are children who require assistance from community-based institutions. Refugee children present the following problems to the human services delivery system: (1) lack of a common language, (2) culturally different concepts of illness and health, (3) educational deficiencies, and (4) fear of "foreign" treatment approaches. Current fiscal pressures have reduced the financial resources available to meet their needs. Policymakers and service providers must coordinate, communicate, and collaborate to make the best possible use of the remaining public and private resources. It is recommended that a central collection place for research and program information on refugees be created to help service providers overcome

fragmentation, and that coalitions at the national, State, and local levels be developed to design, execute, and evaluate systems of care for refugees. Model service delivery programs foster a network of organizations and individuals concerned with refugee issues, redirect existing programs to meet immediate needs, and develop special culturally sensitive services for refugee children. Lists of the conference participants, the papers presented, and additional resources are included.

Cranfield, Ingrid. "Team Building-The Endeavor Model." Transition From Education Through Employment 91 (1991): 11-12, 14.

The author discusses the Endeavor model of team building, which offers a balance between physical and mental challenge and activity.

Farivar, Sydney. Intergroup Relations in Cooperative Learning Groups. Washington, D.C.: National Science Foundation, 199 1.

This study investigated the impact of a sequence of social relationship activities on regard for classmates and teammates in middle school (grade seven) mathematics classes using cooperative learning. The sample consisted of 184 students (55 percent Hispanic-American, 27 percent white, 14 percent African-American, and 3 percent Asian-American) in a city in Los Angeles County. Two teachers each taught three classes; each teacher taught two experimental treatment (cooperative learning) classes and one conventional (comparison) class. Activities were sequenced and related to the following stages of group development: (1) classbuilding; (2) preparation for group work and team building; (3) communication; and (4) cooperation and helping behaviors. Students in experimental groups also received instruction in effective explaining and problem solving. Overall, the sequence of interventions was effective in increasing students' regard for one another. Class building increased students' regard for classmates, and teambuilding and activities to prepare for group work were effective in increasing students' regard for teammates and cross-ethnic and cross-gender regard. The differences between classes demonstrate how cooperative learning can differ in practice even when teachers have the same instructions and students have the same activities.

Fetro, Joyce V. Step by Step to Substance Abuse Prevention. The Planning Guide for School-Based Programs. Denver: Network Publications, 1991. ERIC, ED329837.

This **planning guide defines the steps for creating an effective substance use prevention program** for kindergarten through twelfth grade. It is written for administrators, health educators, counselors, social workers, and any other professionals involved with planning and implementing school-based programs and services. The guide summarizes up-to-date research about alcohol, tobacco, and other drug problems as well as factors influencing drug use among youths. It explains how this research can be used to plan and implement programs. An overview of prevention, identification, and intervention strategies that can be used in school-based programs is offered. A comprehensive model for making links in programs and services is described.

Attention is given to the essential area of establishing partnerships among schools and community agencies. The guide provides a step-by-step planning approach with worksheets for assessing existing services and programs, identifying and prioritizing gaps, and developing program and evaluation activities. Throughout the guide, practical tools in the form of checklists assist readers in actually doing the planning. Visual aids such as figures and tables summarize and highlight key concepts, facts, and processes. More than half of the document is devoted to appended worksheets, the Youth Risk Behavior Survey, and a description of drug prevention curricula content areas.

Gaustad, Joan. "Gangs." ERIC Digest Series. Number EA 52. Eugene, OR: U.S. Department of Education, ERIC Clearinghouse on Educational Management, 1990. ERIC, ED321419.

An increase in gang violence and mobility in the last 20 years has alarmed members of the public school community. Gang membership, formation, location, and growth are described. Strategies to counteract gang activity, such as school discipline policies, school and community prevention programs, information sharing networks, and state legislation are discussed.

Huszczo, Gregory E. "Training for Team Building: How to Avoid the 10 Common Pitfalls of Team Training Approaches." Training and Development Journal 44 (1990): 37-43.

Training plays a key role in the development of work teams. Seven components of successful work teams are clear goals, talent, understanding of roles, efficient procedures, good interpersonal relations, active reinforcement, and constructive external relations.

Jensen, Jacquie, et al. Middle Level Leadership Handbook. National Leadership Camp Curriculum-Student Guide. Arlington, VA: National Association of Secondary School Principals, 199 1.

Activities and exercises to enhance student leadership are included in this curriculum guide for middle-level student leaders and their advisors. Because students in intermediate grades are not "little high school students," this separate leadership curriculum guide for middle-level student leaders was developed. Although the achieved skills are the same, the instructional methods and materials differ. Eleven chapters contain worksheets, information summaries, figures, sample planning forms, and personal profile questionnaires in the following areas: leadership, meeting skills, goal setting, organization, self-esteem, public relations, communications, problem solving and decisionmaking, team building, activities, and evaluation. For example, the section on communication offers a checklist of good and bad listening habits, 10 guidelines for effective communication, a personal assessment of conflict-handling behavior, tips for giving a great speech, a description of one- and two-way communication, and strategies for dealing with critical remarks.

Kiernan, Henry. Team Building: Connecting Substance to Educational Leadership. San Antonio, TX: National Council of States in Inservice Education, 1989. ERIC, ED315862.

Making substance the leading edge of educational leadership means building a team committed to developing strategies for achieving a vision of change; thus, the team becomes a network of individuals who choose to support the vision and follow it through to reality. For team building to succeed, interpersonal skills must matter. The danger exists, however, that too much emphasis will be placed on interpersonal relationships-particularly cooperation-at the expense of achieving substance. Because of increased interdependence, our vision of school leadership needs a much larger number of people who have both cognitive and interpersonal leadership skills. These skills involve the ability to perceive differences in goals and beliefs among people and the ability to implement change by motivating a network of diverse groups of individuals. But beyond increasing the substance of leadership, a degree of turbulence is necessary and expected in order to develop an effective team. Rarely are all individuals equally invested in team effort and equally prepared to plan strategies to achieve the vision; however, effective teams utilize levels of individual differences and commitment and develop an efficient unit that is both powerful and affiliative.

Maples, Mary F. "STEAMWORK: An Effective Approach to Team Building." Journal for Specialists in Group Work 17 (1992): 144-50.

The author notes that changes in leadership of organizations can affect many people, and suggests an approach that can effect positive transitions through team building. She describes components of the STEAMWORK (sensitivity, tolerance, empathy, acceptance, maturity, wisdom, ownership, responsibility, and kindness) model and describes components of the model that lead to success. She then presents an application of the model in a city manager example.

Mason, Joan S. Project T.E.A.M. (Technical Education Advancement Modules): Interpersonal and Communication Skills. Washington, D.C.: U.S. Department of Education, Office of Vocational and Adult Education, 1990. ERIC, ED328689.

This module was developed by Project TEAM (Technical Education Advancement Modules), a cooperative demonstration program for high technology training for unemployed, underemployed, and existing industrial employees needing upgrading. The module is a six-hour overview course intended to develop competencies in the following interpersonal and communication skills: understanding the communication process and its effective use, listening as a means to improved communication, team building, conflict management, assertiveness as a communication strategy, and interviewing. The manual serves as a student outline and as an instructor guide. It includes information sheets, role-playing exercises, fill-in forms, and other learning activities.

Matthews, Charles 0. "An Application of General System Theory (GST) to Group Therapy." The Journal for Specialists in Group Work 17 (September 1992): 16 l-l 69.

The purpose of this article is to describe the compatibility of General System Theory (GST) with traditional counseling literature in explicating a therapy group's progression through Tuckman's (1965, 1977) five developmental stages of group development: forming, storming, norming, performing, and adjourning. Here Matthews attempts to demonstrate that, although in their purest forms, the traditional (linear causality) and systemic (circular causality) worldviews may be distinct and competitive, in the practice of group therapy they are compatible and complimentary. Tuckman's model serves as a bridge to the practical implications of GST for counseling.

Petrini, Cathy. "Training 101: Solutions to All Your Problems." Training and Development Journal 44 (1990): 15-20.

Two approaches to conflict resolution in the workplace are described. A systems approach questions the organization's systems rather than the behavior or motives of co-workers. Problem-solving retreats encourage team building and group cohesion and focus on long-term issues.

Pulsar, Inc. PULSAR Curriculum Training Manual. Staunton, VA: Pulsar, Inc., 1991. Guide with videocassette.

This is a loose-leaf guide to implementation of a police, school, and community program for students. This implementation manual contains material on the program's background, how to carry out a community needs assessment, a set of training modules to be used in a retreat setting, logistics of participant selection, and evaluation modules. The training modules include orientation and team building, self-awareness and self-assessment, group process and group dynamics, group needs assessment for school and community, an action plan development for the formation of a PULSAR Youth Club, and ideas for its activities accompanied by worksheets for group exercises. An program orientation video accompanies the manual.

Rideout, Christina A., and Susan A. Richardson. "Teambuilding Model: Appreciating Differences Using the Myers-Briggs Type Indicator With Developmental Theory." Journal of Counseling and Development 67 (1989): 529-33.

A team-building model is presented using the Myers-Briggs Type Indicator and female/male developmental theory. Effective team building is seen as a critical aspect of management, and the concept of appreciation of differences through understanding personal types and female/male developmental issues is viewed as adding depth to team building.

Springfield, Lynn H. Building Interagency Teams to Support Transition of Students With Severe Disabilities. Washington, D.C.: American Association of Mental Retardation, 199 1.

This paper identifies those factors and processes critical to promoting interagency collaboration between school and community agencies represented on the Individual Transition Teams (ITT) of students with severe disabilities. The ITT's goal is to assist the student in obtaining the most satisfactory transition possible into meaningful work and living environments upon completion of the high school program. Teams may be composed of schools; vocational rehabilitation, medical, social security, and developmental disabilities services; mental health/mental retardation agencies; parent organizations; private vendors; and community volunteers. The characteristics of an effective team, identified by C. E. Larson and F. M. J. LaFasto (1989), are applied to the local school transition committee and include a clear goal, a result-driven structure, competent members, unified commitment, a collaborative climate, standards of excellence, external support and recognition, and principled leadership. Other team-building components also are discussed, including team organization and responsibilities, operationalizing the team, roles of team members, team planning, and common problems. The paper concludes that the challenge is to synchronize education and human service systems into a unified network that can free persons with severe disabilities to participate in a social system that bases individual value on personal contributions to society.

Study Group on School-Linked Integrated Services. Integrating Community Services; Schools That Work: The Research Advantage. New York: Clearinghouse for Service Integration, 1992. Videocassette and guide. ED349 129.

A series of eight video conferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the video conference programs, which are transmitted by satellite to facilities with receiving capacity, viewers interact by telephone with the program presenters. Each program covers a specific topic and each has a "content partner" (a learning center, institute, teachers' association or other group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on collaboration among social service agencies is followed by an overview of the eighth program in the series, which covers the topic of integrating community services. The first story in the program describes interagency collaborative efforts in Fulton County, Kentucky. The second story describes an interagency collaboration in South Bend, Indiana, in which an array of human development programs are integrated in a public housing complex. A series of follow-up activities relevant to the topic of collaboration among social service agencies is described. Additional materials include biographical information on video conference participants, a list of resources on collaboration of social services, a glossary of terms, a reference list of 23 items, and a form for evaluating the video conference series.

Thomas, John, et al. <u>Building Coalitions</u>. Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, 1989. ERIC, ED309516.

This piece discusses ways for administrators to enlist community support through coalition-building. To counter insufficient tax revenues and citizen apathy, today's administrator must be a political strategist adept at identifying and recruiting potential school allies and helping divergent groups work collaboratively. Coalitions are variously named (partnerships, local education funds, alliances, or foundations) and serve many purposes. Coalitions may embrace a broad-based school improvement effort or attempt to accomplish specific objectives (such as passing a tax measure) or manage particular projects (such as an **antidrug** program). Coalitions may be formally constituted (like local education funds in urban areas) or informally organized to enlist school support by targeting a specific community sector through networking activities. Initiators of coalitions may be school district officials or community leaders. If the district assumes the initiative, then it will have a major role in shaping the coalition. A discussion about initiating and operating a coalition and obtaining the support of key groups (parents, the power structure, local businesses, the school board, and other groups) is aimed at school leaders assuming the coalition-building initiative.

Wells, Betty L. "Building Inter-Community Cooperation." <u>Journal of the Community Development Society</u> 21 (1990): 1-17.

The development of multicommunity clusters is explored as an institutional alternative fostering cooperation rather than competition among neighboring communities and providing long term stability for many rural areas. The multicommunity program builds clusters of neighboring small towns where participation is voluntary and local self-direction and goals are encouraged. A combination action-learning/action-research framework is discussed within which collaboration between community and research staff facilitates social innovation. A curriculum addressing the principles and techniques for promoting cooperation through a ten session process is provided. The adoption of specific policies to ensure the financial support and technical assistance essential to sustaining development initiatives is recommended. (Copyright 199 1, Sociological Abstracts, Inc., all rights reserved.)

SECTION 10

Community Collaboration, Interagency Cooperation, Partnerships

10. Community Collaboration, Interagency Cooperation, Partnerships

Based on mostly positive experiences with community collaboration building, this literature outlines what works and what doesn't. Steps for carrying out various kinds of intergroup coalitions are presented. Successful cases are described. Characteristics of successful programs reflect the traditional organizational development team-building process: clear goals, clear roles, sensitive leadership, a clear action plan, implementation, evaluation, and followup. Coalitions describe how to involve parents and youths, schools, community social service agencies, government agencies at various levels, police and the courts, and businesses, with sensitivity to their needs and various constituent goals.

Alberta, Edmonton, Canada, Department of Education, Education Response Center. <u>Schools and the Community: A Necessary Partnership: A Guide to Interagency Collaboration</u>. Edmonton, Canada: City of Alberta, Department of Education, 199 1.

The problems facing students and families in Alberta, Canada, have been recognized as community problems that require community solutions. Interagency collaboration has become a necessity indicative of the changing times and the global focus on integration rather than isolation. Interagency collaboration is an arrangement in which agencies work together to enhance service delivery to clients. Many types of interagency collaboration can be identified. Often two or more are incorporated in a service delivery model. These types of interagency collaboration include information sharing and networking; shared location; staff loan; joint training; joint policies and procedures; materials exchange; joint planning; joint program design, operation, and evaluation; and joint funding. The successful development and implementation of a collaborative model depends on a well-thought-out, systematic strategy. These steps are usually involved: (1) know the organization; (2) identify needs; (3) identify resources; (4) establish/solidify partnerships; (5) formulate goals and objectives; (6) develop an action plan; and (7) evaluate. Survey forms and a bibliography are included.

Armstrong, Bonnie . <u>Making Government Work for Your City's Rids: Getting Through the Intergovernmental Maze of Programs for Children and Familie</u>s. Washington, D.C.: National League of Cities, 1992.

This guide is designed to help local elected officials become better intergovernmental advocates for their cities' children and families. The book is based on the experiences of selected policy researchers, collected via a questionnaire sent to some 50 local officials. It advocates developing and using intergovernmental collaboration and partnerships in which officials from all levels and the private sector come together as equals to find joint solutions to community problems. "The Dual Crises of the 1990s" provides the context within which local officials must work (children, families, and systems that are supposed to be serving them are in crisis). "Who Does What to Whom" gives a brief overview of the various government structures that affect children and families and points out opportunities for advocacy in each. "How the Intergovernmental Pieces Fit Together" describes the ways that intergovernmental efforts provide services to children and highlights points of flexibility where local advocacy can be particularly effective. "Local

Government: Catalyst for Collaboration" covers how local efforts can rationalize and coordinate the maze of services and programs and gives specific examples, resources, and sources for technical assistance. "Seven Steps to Becoming a More Powerful Partner" outlines seven key steps to becoming a stronger advocate for the city's children. Three appendixes contain lists of state advocacy organizations, national advocacy, research, and professional organizations, and 37 references.

Arnold, Leslie B., et al. Interagency Collaboration: A Working Model and a Case Study. The Norfolk Youth Network. Atlanta: Council for Exceptional Children, 199 1.

Norfolk, Virginia has developed an interagency structure, the Norfolk Youth Network, among its child-serving agencies in order to more effectively meet multiple problems of area youths. A needs assessment in 1988 revealed a high incidence of youth problems, multiple agencies working simultaneously with the same clients, and inefficient placements. The overriding mission of the Network is to facilitate the treatment of youths and their families in an effective, coordinated manner, maximizing the resources available from each agency through team assessment, team planning, and team implementation of those plans. The Youth Network interagency consortium consists of six agencies: Public Schools, Public Health, Social Services, Community Services Board, Juvenile Services Bureau, and Court Services. The Network has two levels-the Norfolk Interagency Consortium, which addresses concerns of mutual interest to Network agencies, and eight Community Assessment Teams that formulate case plans, assign agency responsibility for services, and monitor each case on an ongoing basis. During its first 12 months of operation, 90 new cases and 187 follow-up cases were reviewed. The cooperative agreement is appended.

Ascher, Carol. Linking Schools With Human Service Agencies. Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, 1990. ERIC, ED3 19877.

A number of factors put pressure on schools to work more closely with health, social service, and other youth-serving institutions; however, poor communications, program redundancies, fear for job security, and concerns about parent and community support for controversial services inhibit close collaboration. Recent successful collaborative school, health, and social service programs at the Federal and local levels have renewed interest in school-human services linkages. Schools are the natural focus for combined services because every child must attend school, but school organization proves problematic for service professionals. Most efforts at improving collaboration have focused on improving bureaucratic cooperation. The following characteristics are associated with successful locally developed programs: (1) offering a wide array of direct services or serve as a vehicle to those comprehensive services; (2) move beyond crisis management and early intervention and focus on prevention and development; (3) crossing professional and bureaucratic boundaries; (4) providing staff time, training, and skills needed to build relationships of trust and respect; (5) hiring a staff member from the local community to serve as a facilitator; (6) involving both parents and teachers in communications; (7) dealing with youths as part of a family, and the family as part of the community; and (8) providing

accountability, with creative and meaningful measures. Because collaborations still focus on bureaucracies, integrated youth policies must be developed that focus on the individual needs of the student.

Ascher, Carol. "Urban School-Community Alliances." Trends and Issues 10 (1988): 30. ERIC, ED306339.

Collaborations between urban schools and businesses, community agencies, cultural institutions, and universities have become a popular way to improve public education. Motives for collaborating include the following: (1) schools with a largely disadvantaged population need powerful, vocal support groups; (2) businesses need a highly educated and skilled workforce; (3) health and social service agencies need to connect with clients; (4) arts and cultural institutions need to widen their audiences; and (5) universities and colleges need students with appropriate skills and knowledge demanded by postsecondary education. Collaboratives can be composed of entire educational systems or single schools. Individual organizations or coalitions can represent the community side of the collaboration; many are student focused. The Boston Compact and the Rochester Education Initiative are examples of multi-institutional collaboration with an entire district. Umbrella organizations have also developed to advocate, initiate, coordinate, direct, and evaluate collaboratives. Principles of successful collaboratives include commitment; egalitarian decisionmaking; clarity about roles; clarity and flexibility about methods and goals; and ability to bridge institutional cultures. Problems encountered in collaboration include accountability, funding, and equitable distribution of resources.

Baas, Alan. Promising Strategies for At-Risk Youth. ERIC Digest. Eugene, OR: ERIC Clearinghouse on Educational Management, 1991. ERIC, ED328958.

At-risk students are often poor and members of minority groups. Solutions to the dropout problem are inseparably tied to combatting poverty and could stimulate far-reaching educational change. Researchers have identified several elements of successful dropout prevention programs, including the need for early prevention; aggressive leadership; parental involvement; school-based solutions; attainable goals; empowered practitioners; a focus on continuous progress, problem solving, and teamwork; smaller classes; integrated school and community services; and a caring, respectful attitude toward students. Three representative successful programs are (1) the Accelerated Schools Program, developed at Stanford University and replicated in Illinois schools; (2) the Annie E. Casey Foundation's New Futures Initiative, aimed at establishing community collaboratives to address youth problems; and (3) Baltimore's Success for All program for disadvantaged inner-city elementary school children, based on Robert Slavin's research findings. To solve dropout problems, educators must identify school population characteristics, examine the district's management information system, utilize its resources, pick workable solutions, and get community support for district goals.

Beane, DeAnna Banks. "'Say YES to a Youngster's Future': A Model for Home, School, and Community Partnership." Journal of Negro Education 59 (1990): 360-74.

The National Urban Coalition's Say YES Schools Project appears to confirm the potential of activity-based instruction as a vehicle for increasing student interest and achievement, not only in science and mathematics but also in reading. The author describes parent and community involvement in activity-based enrichment programs for children of color.

Benard, Bonnie. Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community. Washington, D.C.: U.S. Department of Education, 1991. ED335781.

A challenge for the 1990's is the implementation of prevention strategies that strengthen protective factors in families, schools, and communities. Protective factors refer to positive action strategies that build resiliency in youths. After a brief overview of research literature, the major factors that contribute to the development of resiliency in youths and the implications for building effective prevention programs are discussed. A major underlying factor of social problems is the gradual destruction of naturally occurring social networks in the community. Strategies based on power sharing and reciprocity, such as mentoring and cooperative learning, are advocated to strengthen these special bonds and to promote the protective factors of support, high expectations, and participation. School community linkages and community-wide collaboration are also crucial.

Brown, Karen, and Nancy Feyl Chavkin. "Building a Multi-Ethnic Family-School-Community Partnership: Coalition for PRIDE." School Community Journal 1 (1991): 33-36.

To improve its alarming dropout rate, a southwestern Texas school district instituted the PRIDE Center, an alternative high school featuring self-paced curricula and flexible timetables for beginning and completing course work. School social workers formed a coalition of community, business, and family forces to support prevention, intervention, and recovery of dropouts. Recommendations for other communities are provided.

Bruner, Charles. Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children's Services. Washington, D.C.: Education and Human Services Consortium, 1991. ERIC, ED338984.

This is the third document in the Education and Human Resources Consortium's Series on Collaboration. Initiated in 1988, the Consortium is a loosely knit coalition of 24 national organizations whose shared goal is for more responsive delivery of education and human services to children and families. This series is designed to bring resources that make a significant contribution to the study and practice of collaboration to a wide audience. By providing such resources, the Consortium hopes to foster dialogue and constructive action. This guide uses a question-and-answer format to help State and local policymakers consider how best to foster local collaboration that truly benefits children and families. This work answers questions about the

definition and purpose of collaboration. Issues relating to State roles and strategies in fostering local collaboration are discussed. The work explores additional issues: the role of the private sector, possible negative consequences of collaboration, and collaboration's role in the overall context of improving child outcomes. Checklists are provided to help policymakers quickly assess key issues in establishing interagency initiatives, demonstration projects, and statewide reforms. Resources that offer additional insights on collaboration and provide examples of exemplary initiatives are referenced in the appendices.

Bucy, Harriet Hanauer. School-Community-Business Partnerships. Building Foundations for Dropout Prevention. Clemson, SC: Clemson University, National Dropout Prevention Center, 1990.

This manual was developed to provide businesses with practical and easily implemented ways to meet the needs of local schools. It surveys ways of developing partnerships between businesses and schools that are focused on school dropouts. The manual explores problems and pitfalls in this process and offers solutions. The document has five chapters, a 21-item reference list, a description of the National Dropout Prevention Center's collection of databases (FOCUS), a 13-item listing of additional resources, and sample materials for partnership programs. The work discusses recognizing the dropout problem. Ways of dealing with the problem and why school efforts are not enough are addressed. Structuring a community partnership program and a planning guide for partnership activities are described. Examples of working partnerships are provided. The work tells how to keep the momentum of a program going through monitoring, public relations and recognition, and evaluation and feedback.

Carlisle, Lynn, and Pat Lesniak. Community Advisory Committee (CAC) Leadership Training. Sacramento: State of California, Department of Education, Division of Special Education, 1988.

This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities and focuses on community advisory committee leadership training. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module takes about two hours. The module guide contains a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are to learn more about one another and what each member brings to the group, gain insight into how each member functions on the team, become more aware of the dynamics of effective groups, and review the group's goals and plan for the future.

Epperson, Audrey I. "The Community Partnership: Operation Rescue." <u>Journal of Negro Education</u> 60 (1991): 454-58.

This article describes the lo-year-old Washington Urban League-District of Columbia Public Schools program, Operation Rescue, a program that supports the instructional goals of the school system. The project demonstrates that a school-community partnership can bring great talent and resources to local school systems.

ERIC Clearinghouse on Educational Management. <u>At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 1: Introduction and Resources.</u> Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, 1991. ERIC, ED330025.

The "At-Risk Youth in Crisis Handbook" series has been designed to promote interagency agreement on procedures for schools to follow in managing crisis situations with at-risk students. The present volume explains the rationale for the handbook, tells how it was developed, and guides school districts in adapting the handbook to meet their own needs. Program benefits include a clear definition of school/agency responsibilities, establishing realistic guidelines, improved school/agency relations, an increase in collaborative efforts, and an enhanced sense of community. Suggestions for adapting the handbook to individual communities are also offered. Provided are relevant resource materials, which include two <u>ERIC Digests</u> on school and social services collaboration and summaries of 12 journal articles and 38 research reports, books, and papers in the ERIC database.

ERIC Clearinghouse on Educational Management. <u>At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 5: Attendance Services.</u> Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, 1992.

Guidelines for responding to immediate crisis situations in attendance and strategies for long term prevention are presented in this handbook, which stresses the need for interagency cooperation. The handbook serves as a model for both content and process. Development of a process model for intervention is discussed. A community resources index is included.

ERIC. "Education-Community-Business Partnership." <u>The ERIC Review</u> 2 (1992). ERIC, ED352955.

The ERIC Review is published three times a year and announces research results, publications, and new programs relevant to each issue's theme topic. This issue examines education-community-business partnerships via two principal articles: "Collaboration to Build Competence: The Urban Superintendents' Perspective" by Terry A. Clark, and "Higher Education-Business Partnerships: Development of Critical Relationships" by Diane Hirshberg. In addition to these articles, the following features are provided: (1) recent federal partnership initiatives; (2) a

partnership resource list includes organizations and associations, clearinghouses, and Federal agencies; (3) a general reading list, which provides an annotated bibliography of 41 titles; and (4) an annotated list of 33 new publications produced by the ERIC clearinghouses and the Office of Educational Research and Improvement.

Gardner, Sid. "Failure by Fragmentation." Equity and Choice 6 (1990): 4-12.

Because of a lack of program coordination and community accountability, services to children and youths are failing to address the problems of youths at risk. Collaboration among agencies can help social services to reach out to youth. Community wide interagency cooperation will include local scorecards, program linkages, and strategic planning.

Greene, Georganne, and Sally Habana-Hafner.   A Handbook on Home-School Collaboration. Quincy, MA: Commonwealth of Massachusetts, Department of Education, Office of Community Education, 1988. ERIC, ED308376.

This pamphlet provides an overview of current research on home-school collaboration and strategies that schools can use to develop partnerships with their students' parents or guardians. An introduction lists the benefits of increasing parent involvement (higher grades and test scores, long-term academic achievement, positive attitudes and behavior, more successful programs, and more effective schools). Three approaches to parental involvement (influencing parent-child interaction at home; involving parents in specific programs within the school; and creating a systematic and comprehensive relationship between parents, the school, and the community) are described. Research findings concerning each of the approaches, and the role of the educator in home-school partnerships, the role of the school, and critical issues in parent involvement are reviewed. Strategies that can be grouped into five categories (home-school communication, parents as supporters, parents as teachers, parents as learners, and parents as advisors and decisionmakers) are suggested. Strategies to involve the hardest-to-reach parents (parents who work outside the home, low-income parents, single parents, divorced parents without custody, and minority parents) are included. Twelve parent-involvement programs in Massachusetts are described.

Guthrie, Grace Pung, and Larry F. Guthrie. Streamlining Interagency Collaboration for Youth at Risk: Issues for Educators. Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, 1990. ERIC, ED342137.

Although many programs and agencies exist to serve the needs of at-risk children, their fragmented organization results in a failure to meet all students' needs. Ways for agencies working together to provide integrative services to at-risk youth are presented in this paper. First, emerging principles for interagency collaboration are summarized. The four steps in developing an improvement plan are described next-mapping the territory, surveying the field, developing a plan, and getting started. Four pitfalls to avoid are also identified: (1) "all talk, no action"; (2) creating a superagency or person; (3) the lack of linkage between information, knowledge,

and action; and (4) an excess of jargon. A conclusion is that an urgent need exists for agency/school collaboration to develop a coordinated, efficient, and child-centered system that focuses on early intervention and prevention.

Hatchell, B. S.   Rising Above Gangs and Drugs: How to Start a Community Reclamation Project. 1990. ERIC.

The Community Reclamation Project (CRP), funded by a grant from the Office of Juvenile Justice and Delinquency Prevention, targeted four communities in Los Angeles County to develop a gang and drug prevention program that would coordinate the activities of law enforcement, schools, community-based organizations, churches, businesses, and private citizens. The target areas were chosen because of indications that they had an emerging gang and drug presence. Major project goals were twofold: (1) to establish an integrated network of community-based organizations, law enforcement agencies, government agencies, and concerned citizens who would combat drug use and gang activity; and (2) to develop a culturally specific program that integrates the training of youths, parents, and teachers to prevent youths' drug abuse and gang involvement. The project manual takes the reader through each step the CRP took to establish a program that would accomplish the preceding two goals. Chapters focus on community needs assessment, budgeting, staff selection, general office procedures, the creation of a community identity, newsletter production, publicity, corporate sponsorship, neighborhood involvement, community activities, school programs, and parent training. Additional information on the CRP and associated forms are appended.

Heleen, Owen, and Frederick T. Miller. Mobilizing Local Coalitions and Collaborations to Better Serve Children At Risk. Boston: Institute for Responsive Education, 1989.

Exclusion from mainstream American culture and perceptions of marginality drive some youths to create their own subgroups. As cultural elements of the subgroups reach further from what most Americans deem "acceptable," the alienation of youths is intensified. Community agencies can use an ecological perspective to work for changes that will improve the outlook for alienated youths at risk of social abandonment. This perspective holds that young people are influenced by many institutions that are in a position to mobilize community support for the diverse emotional, social, and physical needs of youths. These mobilization efforts include the following: (1) organizing citizens to take a stand for their rights; (2) encouraging community members to take leadership roles; (3) establishing a community vision of changes that should take place; (4) declaring publicly what can be done by individuals and what needs a collaborative effort; (5) encouraging and recognizing those who have contributed to the community; (6) spreading a feeling of ownership; (7) developing positive human relationships; and (8) making sure the efforts for change are sustained. Four examples of successful school community collaborations are given. A list of three references and profiles of the authors are included.

Hodgkinson, Harold L., et al.   <u>Beyond the Schools: How Schools and Communities Must Collaborate to Solve the Problems Facing America's Youth</u>. Arlington, VA: American Association of School Administrators, 199 1.

Strategies for developing school/community collaborations to solve the problems facing America's youths are presented in this booklet.   Initially, the booklet reviews conditions that place students at risk.   These conditions are the result of changes in families, in the ethnic distribution of communities in insufficient spending for education. Arguments for education as the best defense against crime and poverty are presented. Two conclusions are that America's children are a truly endangered species and that socioeconomic problems of at-risk students must be addressed.   The booklet highlights 10 holistic strategies for educational improvement developed by the National School Boards Association and the American Association of School Administrators.   A rationale and starting point are described for each of the following strategies: focus on children; establish collaboration among school boards, administrators, teachers, community leaders, and governmental institutions at the Federal, State, and local levels; involve parents and other adult volunteers; offer a parent education program in every school; renew the school curriculum; ensure equal and ready access to high-quality education; provide early childhood education and child care programs; attract high-quality educators with emphasis on minorities; demand adequate funding; and help immigrant assimilation into the mainstream.

Imel, Susan. <u>For the Common Good. A Guide for Developing Local Interagency Linkage Teams</u>. Columbus, Ohio: Department of Education, Division of Educational Services, 1992.

Developed from the Ohio At-Risk Linkage Team experiences, this guide assists local communities in organizing and strengthening effective collaborative interagency linkage teams for at-risk youth and adults. The guide proposes a series of steps, poses a number of questions relating to each step, and provides information about additional resources. The following five planning steps are discussed: (1) assessing the local need and climate for interagency partnerships; (2) getting started-forming a tentative rationale, identifying existing linkages, and developing internal administrative support; (3) forming the team-identifying and selecting the key players and issuing the invitation; (4) establishing a collaborative relationship; (5) developing a plan-creating an effective planning environment, forming an action plan, and developing an agency and community support for the plan; and (6) following up-implementing the plan and maintaining momentum.   Suggestions for developing linkages include the following: focus on client needs; share information; promote interagency cooperation; exercise patience, persistence, and involvement; and establish common goals, target dates, and subcommittees.   Three appendices are included: (1) an action plan form, (2) resources for further information, and (3) an evaluation of what is happening in Ohio.

Institute for Educational Leadership. <u>Leadership for Collaboration: A National Dialogue Held in Washington, D.C., 11-13 June 1992</u>. Washington, D.C.: Institute for Educational Leadership, 1992.

In June 1992 a meeting was held that targeted neighborhood, community, State, and national leaders working to bring education and human services together for children, youths, and families. Participants engaged in a dialogue with colleagues about leadership skills, how leaders can create a collaborative culture, strategies for bringing new leaders together to solve problems, paradigms that leaders must break down to promote fundamental systems change, and strategies to grapple with the complex leadership challenges to cooperation. This report is a summary of the meeting. The first section on leadership roles examines common themes about leadership in collaborative efforts. The second section defines the qualities and skills that characterize collaborative leaders. The third section discusses challenges for collaborative leaders. It explores seven challenges that face collaborative leaders: (1) governing community collaboratives; (2) defining roles for facilitators and staff in a collaborative; (3) deepening collaboration inside one's own organization; (4) building collective ownership; (5) collaborating to bring about change; (6) managing conflict in a collaborative setting; and (7) developing collaborative leaders. Additional sections address the language of collaboration. The appendices include the agenda and an article entitled "The KIVA-a Leadership Initiative and Technique."

Kadel, Stephanie. <u>Interagency Collaboration: Improving the Delivery of Service to Children and Families</u>. Tallahassee, FL: Southeastern Regional Vision for Education, 1992.

This report focuses on interagency collaboration in the delivery of social services to children and families. The "why" and "how" of collaboration among family service centers are discussed. Common questions of potential collaborators who may have little or no background information on the subject are addressed. Steps, advice, and strategies for collaborating and for establishing family service centers are offered. The information is designed to be used by community members. Political and regulatory constraints to implementing integrated services are also discussed. Information on State and national collaborative action is provided. Local projects can use this information to seek financial support, technical assistance, or options for networking with others. Relevant legislation and possible sources of financial support are included. Additional information about publications and tools to aid a collaborative effort through each stage of development are presented. Appended is a discussion of interdisciplinary education programs geared toward university and college faculty who educate service professionals. Other appendices offer sample needs assessment surveys, staff oaths of confidentiality, and release forms. Excerpts from Alabama and Florida State legislation are also included. Approximately 100 references are listed.

Melaville, Atelia, Martin J. Blank, and Gelareh Asayesh. Together We Can: A Guide for Crafting a Profamily System of Education and Human Services. Washington, D.C.: U.S. Departments of Education and Health and Human Services, 1993. ERIC, ED

This book was developed jointly by the U.S. Department of Education and the U.S. Department of Health and Human Services to help communities improve coordination of education, health and human services for at-risk children and families. The guide reflects the work and experience of a study group of researchers and front-line administrators and practitioners working with promising programs that link education and human services. This five-stage collaborative process features vignettes and case studies that describe the personal experiences of the study group members. Emphasizing the effective delivery of supports for families, the guide recognizes that the current system of programs serving children is fragmented, confusing, and inefficient. The book advocates a radical change in the service delivery system. The guide focuses on outlining a vision for change, realizing the vision, and communities moving toward the vision.

Murk, Peter J. Interagency Cooperation. Synergy for the 1990's. Salt Lake City, UT: American Association for Adult and Continuing Education, 1990.

The benefits of people and agencies working cooperatively clearly outweigh the costs. When an agency works by itself, it avoids risks, protects its resources, gets sole credit, and controls goals, methods, and efforts. When agencies cooperate, they can prevent duplication of efforts and services, economize and stretch resources, multiply the efforts of personnel and facilities, serve clients more effectively, increase public support for all agencies involved, and achieve goals unreachable individually. One planning technique for developing interagency cooperation is the Process Model by Janove (1984). This cyclical model is an ongoing process with six phases: assessment, setting realistic goals, formulation of an action plan, implementation of the action plan, evaluation, and reassessment and recycling. With scarce human, financial, and agency resources, the need for agency cooperation has never been greater. By combining and coordinating forces, the group has a greater potential than individual efforts.

National Assembly of National Voluntary Health and Social Welfare Organizations, National Collaboration for Youth. The Community Collaboration Manual. Washington, D.C.: National Assembly of National Voluntary Health and Social Welfare Organizations, 1991.

The purpose of this manual is to "demystify the skills and concepts needed to forge effective collaborations, and to respond to the growing need among communities and nonprofit organizations interested in building community collaborations." The manual provides step-by-step guidelines for the formation of a collaboration, including a discussion of the pitfalls and barriers. Concepts both simple and complex for all groups and experience levels are covered: (1) defining collaborations; (2) starting a collaboration; (3) building the collaboration; (4) maintaining the momentum; (5) youth involvement in collaborations; (6) business involvement in collaborations: and (7) the role of the media in contemporary collaborations.

National Education Association. Goals 2000: Mobilizing for Action. Achieving the National Education Goals. Washington, D.C.: National Education Association, 199 1.

A brief summary is given of the rationale for each of the six National Education Goals announced by President Bush and the Nation's governors in February 1990, and measures to meet each goal are proposed. To meet goal one, readiness for school, measures related to the following issues are included: prenatal care, parent education, health care, and home to school transition. For goal two, school completion, measures include early intervention, remedial education, dropout prevention and reentry programs, and community involvement. To meet goal three, achievement and citizenship, measures include accountability of students, school employees, schools, communities, and parents; shared decisionmaking; and international education. Some measures proposed to meet goal four-science and mathematics achievement-relate to school personnel, professional development, curriculum, and access. Measures for goal five, adult literacy and lifelong learning, include the following: school-to-work transition, adult literacy programs, vocational-technical education, postsecondary student assistance, and educating for democracy. To meet the final goal-safe, disciplined, and drug-free schools-the proposed measures include community involvement, drug education, referral and treatment, and government and community action to reduce violence in schools.

National School Boards Association.   Link-Up: A Resource Directory.   Interagency Collaborations To Help Children Achieve.   Alexandria, VA: National School Boards Association, 199 1.

This directory describes collaborative programs linking local school boards with other agencies in order to serve the full range of student needs that are essential to improved educational achievement. Reflecting a growing recognition by local school board members that schools alone cannot meet the complex educational and life management needs of students in our society, this book provides guidance for school board members and other policy makers concerning ways to formulate programs that will best meet their needs. The directory looks at why and how agencies are collaborating, including discussions of barriers to collaboration, ensuring confidentiality, requirements for successful partnerships, implementation, and limits. It provides descriptions of 171 actual collaborations grouped under the following categories: adjudication issues, child care/latchkey children, co-location, early intervention, health care, homelessness, employment/job training, interagency communication, intergenerational/mentoring, math/science achievement, mental health, other, parenting, single point of entry/case management, social adjustment, special education, staff development, stay-in-school, and substance abuse. Each description includes information on target group, location, sponsors and school involvement, funding sources, and program and board contacts. Projects then are subdivided in terms of their target populations and based on the state and school district in which they are located. A sample interagency collaboration agreement, policy statement on confidentiality of records, and parental permission form are appended.

O'Callaghan, J. Brien. School-Based Collaboration: Constructing a Partnership That Works. N.p., 1991. ERIC, ED338955.

This guide is designed for therapists who are looking for faster, more reliable ways of preventing and solving child problems. It focuses on the variety of family-school collaboration that is school-based and involves interaction between families, school, and community agencies. A collaborative model called FACETS (Families and Agencies Collaborating in Ecosystemic Teams in Schools) for working with families in schools is presented. Within the FACETS model of child problem solving, there is a progression of intervention steps or stages from simple procedures involving only the teacher and student to more complex ones. The case is made for greater collaboration between child caretakers, particularly between parents and school personnel. Step six of the FACETS model, the Collaborative Team Intervention is discussed in detail. This process involves a meeting of the student, school personnel, community agency personnel, and family members. Case studies from preschool, elementary, middle, and high school levels are presented. Eight obstacles in the path of the system's therapists and school coordinators who become interested in establishing a school-based collaboration program for children are discussed. Seven guidelines or suggestions for those interested in establishing collaboration in schools are presented. The effect of the collaboration approach on school personnel and climate and on the community is also discussed. Steps are outlined that must be taken if family-school collaboration is to move from the level of pilot project to that of prioritized standard practice. A bibliography is included.

Ohio State University, Cooperative Extension Service. Building Coalitions. Columbus, OH: Ohio State University, 1992.

This series of 16 fact sheets provides information on topics related to coalition development. Each ends with a summary and list of references. The fact sheets cover the following topics: (1) understanding of the terms and some reasons for building coalitions; (2) a coalition facilitator guide with information on the role and qualities of the facilitator and on factors that inhibit coalitions; (3) the principles that relate to effective coalition functioning; (4) a process for coalitions to develop a course of action for establishing realistic goals/objectives and a method to establish realistic goals set by the coalition; (5) recommendations for developing group facilitation skills, cohesiveness, and a decision-making process; (6) methods of communication; (7) evaluating the collaboration process; (8) fundraising and grant writing; (9) needs assessments; (10) suggestions for mobilizing the community; (11) the structure or construction of a coalition; (12) "turf issues" as one source of organizational tension and suggestions to avoid and solve turf battles; (13) the problem-solving process; (14) coalitions that are truly culturally diverse and serve diverse populations; (15) networking; and (16) how to tap private sector resources.

Rodenstein, Judith. "Mobilizing Resources to Better Serve Children At-Risk." Bulletin No. 9067. State of Wisconsin, Department of Public Instruction, 1989.

Effective systems of integrated, sequential, and systematic programming strategies at the state and local levels are required to meet the needs of at-risk youths. The following papers included in

this compilation describe effective programs and practices that can be implemented in the local community, at the school district level, and in the public policy arena: "Mobilizing Local Coalitions and Collaborations to Better Serve Children At-Risk" (0. Heleen and F. T. Miller) emphasizes a community-based approach to working with at-risk children and their families; "Mobilizing Parents to Better Serve Children At-Risk" (M. J. Willis) emphasizes the importance of parent involvement; and "Mobilizing the Public to Serve Children At-Risk" (B. L. White) emphasizes the public relations needed to support school improvement programs.

Smith, R. C., et al. Let's Do It Our Way: Working Together for Educational Excellence: A Handbook for Community-School Collaboration for the Educational Betterment of All Our Children. Chapel Hill, NC: MDC, Inc., 1991.

This booklet is part of a video and print package entitled "Realizing America's Hope," which is intended to help America respond to the challenges facing its youths. Strategies are provided for promoting community-school collaboration. A sample agenda is provided for the first meeting of collaboration, and tips for successful collaboration are included. The change process is described in five steps. The first step deals with defining a vision. After this comes defining current strengths, weaknesses, opportunities, and threats; the forces that will either help or hinder pursuit of the vision. Step three involves setting goals. If a vision is a picture of the future, then goals are described as the pieces of the jigsaw puzzle that, when taken together, will produce that picture. Step four, developing strategies, involves three levels of work: (1) researching the options, (2) analyzing the options, and (3) deciding what to do. Step five involves action planning. It is noted that decisionmaking involves the determination of who will do what and when. The next section of the booklet focuses on getting started with the collaborative process. Specific suggestions are included from the perspective of school personnel, parents and families, business people, significant others, and students. Additional resources, acknowledgements, and a listing of the video and print components are included in appendices.

State of Virginia, Department of Volunteerism. Virginia's School/Community Partnershins: A Resource Guide. State of Virginia, Department of Volunteerism, 1990. ERIC, ED346580.

Information on school/community partnerships in Virginia is provided in this resource guide, which is divided into five sections. The first section, "Building Community/Classroom Partnerships Through Coalitions," by Jane Asche, discusses recent findings that point to the need for coalitions to improve public education. Successful characteristics, stages, and benefits of coalitions are described. In "How to Make the Partnership Work: Fundamentals of Volunteer Program Management," Katie Noyes offers an overview of volunteer management for school/community partnerships. The third section, "How to Help the Partnership Thrive: Prevailing Over Minor Obstacles," by Carolyn Fullen, discusses the inevitable implementation glitches and suggests strategies for transforming potential trouble spots into opportunities. In "How to Reward Hardworking and Successful Volunteers," Sara Radkowsky introduces the application process for current award/recognition programs and Donna Caudill offers strategies for writing award nominations. The final section offers three parts. "Resources in the Commonwealth: Finding Trainers to Help Develop a Partnership Program," by Sarah

Radkowsky, explains the purposes of trainers, services provided, and contact sources. The second part, to which Charlotte Kuchinsky and Carter White contributed, describes six Virginia school/community partnerships. Resource materials are listed in the final section.

Thomas, Carol F. Forging New Partnerships: Collaboration in the Western Center for Drug-Free Schools and Communities Project. Los Alamitos, CA: Southwest Regional Laboratory for Educational Research and Development, 1989. ERIC, ED307560.

In order to meet its goals of developing and improving the capacity of State and local education agencies and institutions of higher education to prevent and eliminate alcohol and other drug abuse in the schools, the Western Center for Drug-Free Schools and Communities undertook collaboration with other groups to fight drug abuse. The staff of the Center were involved in network, cooperative, and collaborative working relationships to enable the Center to better identify the training and technical assistance needs of various groups, assure efficient use of limited funds, avoid unnecessary duplication of effort, and bring the best possible resources to bear on the alcohol and drug problem in schools and communities. The Center found that collaboration promoted wider involvement and sharper focus on the drug problem and allowed each community to tailor solutions to its own needs and populations. It was also found that the concept of collaboration is derived from political and philosophical assumptions relative to parity and involvement of clients in the decision-making process. Collaboration was found to imply a new institution or structure. Successful collaboration required awareness of organizational barriers and strategies to counterbalance them. Finally, collaboration required a common issue, activities, institutional support, skillful people, organizational structure, time, and leadership.

Upperman, James E. Regional Collaboration to Combat Substance Abuse: A Local Success Story. New Orleans: Association of School Administrators, 199 1.

This paper provides information on a substance abuse prevention effort called the Commonwealth Alliance for Drug Rehabilitation and Education (CADRE). After a discussion of the origins of CADRE, five steps taken by CADRE in its substance abuse prevention efforts are described, beginning with organizational establishment. The identification and involvement of key leaders are explored in terms of diversity of leadership, meaningful roles, bylaws, and standard operating procedures. Next, avenues for increasing formal community awareness are described, including the following: (1) the PRIDE National Survey; (2) videos and local cablevision; (3) newsletters and print media; (4) outside resource personnel; (5) established civic groups and organizations; and (6) the regional conference and annual meeting. After a description of momentum-building activities, a section on evaluation describes the use of surveys and self-evaluation and the establishment of annual goals. Last, information on project staffing and management, program initiation and community involvement activities, problems created by regional collaboration, and success measurement is provided.

U.S. Congress. Senate. Committee on Labor and Human Resources. <u>Meeting the Goals;</u> <u>Collaborating for Youth: Hearing Before the Committee on Labor and Human Resources, United</u> <u>States Senate, on Examining the Need to Provide Comprehensive Services to Youth to Help the</u> <u>Nation Meet the Education Goals of School Readiness, Dropout Prevention, Improved School</u> <u>Achievement, and Drug and Violence Free Schools and to Examine What the Federal</u> <u>Government Can Do to Support and Expand Social Service Programs for Youth</u>. 102nd Congress, 1st Session. Washington, D.C.: Government Printing Office, 1990.

A hearing before the U.S. Senate Committee on Labor and Human Resources examined the need for provision of comprehensive services to youth. Topics discussed included the following: (1) the provision of coordinated social services to students and families in schools; (2) school readiness; (3) dropout prevention; (4) improved school achievement; (5) drug- and violence-free schools; and (6) child health and nutrition. Statements were made by Chairman Kennedy and other senators and by spokespersons for several social service programs, including the following: (1) programs in New Jersey that bring social services into the schools; (2) programs in Arkansas that serve children and students; (3) the Dunbar Project, which provides an array of services to six schools in Baltimore, Maryland; (4) Joining Forces, a national effort to join students with appropriate social services; (5) New Beginnings, which provides integrated services for children and families in San Diego; California; (6) programs to assist students in Boston, Massachusetts; (7) YouthNet, a youth development collaboration established by 12 agencies in Kansas City, Missouri; and (8) the Family Learning Center, a rural, comprehensive, secondary education program for teenage parents and their children and extended families in Leslie, Michigan.

U.S. Department of Health and Human Services, Alcohol, Drug Abuse, and Mental Health Administration, Office for Substance Abuse. <u>The Future by Design: A Community Framework</u> <u>for Preventing Alcohol and other Drug Problems Through a Systems Approach</u>. Rockville, MD: U.S. Department of Health and Human Services, Alcohol, Drug Abuse, and Mental Health Administration, 199 1.

Prevention research and demonstration studies are finding that coordinated prevention efforts that offer multiple strategies, provide several points of access, and coordinate and expand community opportunities are the most promising approach to preventing alcohol and other drug problems. To meet the need for direction, the Office for Substance Abuse Prevention initiated a project for developing a Community Prevention System Framework. This framework is based on the recommendations from a cross-section of communities. It also encompasses prevention theory, research, and program development for at-risk populations. This framework offers direction for communities beginning to develop a prevention system, as well as affirmation, encouragement, and new ideas for those communities already engaged in the process of system development. The following topics are included in the framework: (1) initiating a community-wide prevention effort; (2) providing leadership; (3) maintaining the momentum; (4) implementing activities; (5) building resources; (6) assessing the impact of prevention efforts; (7) developing partnerships through cooperation, coordination, and collaboration; and (8) using the framework in multiethnic communities.

SECTION 11

Community Empowerment

11. Community Empowerment

A few selections discuss how various racial-ethnic communities have sought empowerment through community coalitions. These case studies exemplify how building coalitions can lead to group empowerment and to enhanced self-esteem for participants, which is a cornerstone for violence prevention.

American Indian Science and Engineering Society. <u>Our Voices, Our Vision: American Indians Speak Out for Educational Excellence</u>. Boulder, CO: American Indian Science and Engineering Society, 1989.

In 1987 and 1988, some 150 American Indian students, parents, tribal leaders, and educators participated in seven regional dialogues on the reforms needed in American Indian education. Participants gave a clear message that Indians want direct control over educational institutions serving their children, curriculum reform to make cultural retention an important factor in their education, and tribal community empowerment to strengthen the partnership between communities and educational systems. Despite the public schools' poor record in educating Indian youth and in being insensitive to cultural and historical issues, participants wanted the American model of education reformed so as to be relevant to Indian concerns. They expressed the need for tribal communities to set their own educational agenda, based upon local needs and concerns. They agreed that schools should offer appropriate tribal language courses and bilingual and bicultural courses. They made recommendations for the integration of American Indian content and perspectives into the curriculum. Participants affirmed a holistic approach to education and called for concerted action with regard to a number of issues, including development of holistic cultural curricula, parent involvement, and community dialogues and involvement.

Gutierrez, Lorraine. <u>Culture and Consciousness in the Chicano Community: An Empowerment Perspective.</u> Washington, D.C.: American Psychological Association, 1988.

Theories of empowerment propose how individuals can increase their personal, interpersonal, and political power in order to take action to improve their lives. Empowerment requires development of a new self-concept composed of three mutually reinforcing cognitive components: (1) group identification; (2) stratum consciousness; and (3) self and collective efficacy. This study investigates the initial development of empowerment in the Chicano community, which is composed of new immigrants and descendants of natives, English speakers and Spanish speakers and includes heritage- and nonheritage-oriented individuals. The empowerment process may be difficult to implement among Chicanos because of this heterogeneity. Ethnic identity is multidimensional and has two major dimensions, cultural and political. Factor and multiple classification analyses were conducted on data from the "Mexican Origin People in the United States: The 1979 Chicano Study," which drew a sample of 991 persons of Mexican descent living in the Southwest and in Chicago, Illinois. The purpose of the survey was to test three hypotheses: (1) social identity in Chicanos will take one of two forms, cultural or political; (2) cultural identity will be associated with immigrant status, Spanish dominance, lower education,

and high in-group/low out-group contact; and (3) political identity will be associated with **native**-born status, English dominance, higher education, and high in-group/high out-group contact. The first two hypotheses were supported by analyses of the data. Results of the study suggest that immigrant Chicanos may develop a sense of ethnic identity more readily and engage in the process of empowerment more easily than native born Chicanos.

Kiang, Peter Nien Chu. "Southeast Asian Parent Empowerment: The Challenge of Changing Demographics in Lowell, Massachusetts." <u>MABE Monoaranhs</u>. No. 1. Jamaica Plain, MA: Massachusetts Association for Bilingual Education, 1990.

This case study of the battle over public school education in Lowell, Massachusetts, chronicles the process of change taking place there, partly as a result of the emerging role of Southeast Asian parents who, in coalition with **Latino** parents, are demanding educational access and equity for their children. The following topics are discussed: (1) demographic change and new waves of immigrants; (2) access and equity in the schools; (3) parent organizing; (4) English-only exclusion and violence; (5) political representation and political power; (6) education and empowerment; and (7) Southeast Asians and the future of Lowell's schools. The case study illustrates how community organizing and coalition building around a specific issue have led to the demand for political representation and empowerment as the means to deal with the challenge of the changing demographics facing the city. A lesson that can be learned from the experiences of the people of Lowell concerns the role played by parents in securing educational equity for their children. This monograph presents a clear account of parents of bilingual students functioning collectively as part of the solution to the educational difficulties faced by their children.

Sandmann, Lorilee R. <u>Why Economic Development Is Not Enough: Need for a Comprehensive Community Approach to Assist Distressed Communities</u>. N. p., 1988. ERIC, ED304544.

Rural and economic development efforts are inadequate responses to changing rural conditions. They fail because they are often top-down driven and few influential people are involved. Minnesota's Project Future is designed to help distressed communities take charge of their own direction. Developed on the principle of collective empowerment, this coordinated, interdisciplinary education, research, and technical service aids communities in looking to the future and implementing a community-based plan for renewal. Anticipatory management, future studies, civic education, behavior modification, and economic development coalesce in the program. In this project, the community defines itself and citizen members choose to renew the community; community residents are engaged; citizens participate in problem solving; and self-renewal is continued. Results of the experience with five pilot sites in 1988 indicate that local residents are more active in community issues, more positive about the future, and more aware of community problems. The role of the adult educator in this process should be that of a change agent and advisor. He or she must be committed to long-term nurturing for community empowerment and problem solving. Sample program materials are appended.

SECTION 12

Training Methodology and Strategies

12. Training Methodology and Strategies

This literature gives examples of programs in various fields that provide training.

Brett, Jeanne M. "Negotiating Group Decisions." Negotiation Journal 7 (July 199 1): 29 l-3 10.

This article draws on negotiation research and theory to prescribe techniques for transforming conflict in organizational groups into high-quality group decisions. Negotiation concepts are used to develop criteria for determining when a group has reached a high-quality decision. The research reviewed indicates that making such decisions under conditions of conflict requires integrating diverse information and perspectives, but that groups often do not do this very well. Suggestions for improving the process of group decisionmaking under conflict include selection and training of group members, development of norms to maximize the amount of relevant information considered by the group, and selection of an approach to integrate the information. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Colorado Community College. Workplace Learning Curriculum Guides. Volume VIII: Enhanced Basic Skills-Listening Skills, Communications, Speech, Self-Esteem, Individual Workplace Skills. Denver: Colorado Community College and Occupational Education System, 1992. ERIC, ED349452.

This volume, the last of a series of eight curriculum guides compiled by the Colorado Workplace Learning Initiative, contains workplace literacy courses on enhanced basic skills, including listening skills, communications, speech, self-esteem, and individual workplace skills. Courses include the following: (1) listening to difficult people; (2) communication styles; (3) getting the right message; (4) communicating; (5) overview of communications for team building; (6) interpersonal communications; (7) speaking skills for the workplace; (8) self-esteem workshop; (9) self-esteem in the workplace; and (10) time management workshop for the workplace. Each course contains some or all of the following information: title, abstract, objectives, benefits, timing, setting and materials, workshop notes, workshop plan/syllabus, conclusions, assignments, examinations, activities, handouts, overheads, and acknowledgements/bibliography.

The Community Board Program. Starting a Conflict Managers Program. San Francisco: The Community Board Program, 1992.

This guide contains a detailed set of steps for the implementation of a conflict intervention program in elementary through high schools. It includes information on how to mobilize support and plan for implementation, as well as how to train teachers and students. There are specific training exercises and appendices full of sample training outlines, agendas, letters, evaluation forms, questionnaires, meeting observation forms, and certificates.

Fox, Helen, et al. <u>Nonformal Education Training Module</u>. Washington, D.C.: Institute for Training and Development, 1991. ERIC, ED347390.

This Peace Corps Nonformal Education (NFE) training module provides training ideas for volunteers. This module contains 10 sessions, each designed to fit into a three-hour period: (1) What is NFE?; (2) adult learning; (3) helping people identify their needs; (4) facilitation skills (Part 1); (5) facilitation skills (Part 2); (6) NFE materials development; (7) games in NFE; (8) planning; (9) evaluation; and (10) looking back/looking ahead. Each session contains the following sections: rationale; objectives of session; materials needed; trainer preparation/options; and activities-activity time, purpose, step-by-step, options, notes, "for next time," time-savers, related references, and handouts. An introduction includes information on involving host country citizens in the workshop. Also included are facilitation hints such as the following: encourage controversy, be aware of cultural sensitivity, encourage participants to take the training seriously, integrate the big talkers and encourage the silent ones, and break off lengthy discussions. Tips to follow when the whole group is silent are also included. Three appendices contain more warmups, evaluation activities, and seven references.

Martin, Colin. "Action First-Understanding Follows: An Expansion of Skills Based Training Using Action Methods." <u>Journal of European Industrial Training</u> 12 (1988): 17-19.

This paper discusses how to train trainers. Moreno's action method (psychodrama, sociodrama, sociometry, and role training) is the model used.

Powell, Martin, Gervase Leyden, and Elsie Osborne. "A Curriculum for Training in Supervision." <u>Educational and Child Psychology</u> 7 (1990): 44-52.

The authors discuss how to train psychologists as supervisors of psychologists in training. The work sets forth the main components of a core curriculum for supervision training, which include negotiation, giving and receiving feedback, assessing trainee fieldwork, and dealing with difficult issues in supervision. These issues include the interpersonal dynamics between trainer and trainee and the supervisory role. (PsycLIT Database, copyright 1989, American Psychological Association, all rights reserved.)

Schrader, John. <u>Boundary Breakers: A Team Building Guide for Student Activity Advisers.</u> Arlington, VA: National Association of Secondary School Principals, 1990.

Boundary breakers, the modern term for "icebreakers," tear down barriers that sometimes form within student groups and organizations, offering a low-risk way for group members to become better acquainted. This document is a hands-on booklet that covers such boundary-breaking activities as "Send a Letter," "The Lap Game," "One-Minute Interview," and "Spider Web." Each of the 26 activities within this booklet is supplied with a suggested age level, a purpose, an optimal group size, the time required, and a list of materials necessary to accomplish the goal of breaking down interpersonal boundaries.

Vella, Jane Kathryn. <u>Learning to Teach: Training Trainers for Community Development</u>. Westport, CT: Save the Children, 1989.

This training-of-trainers workshop has been designed for the field staff of Save the Children federation and for their partners in development around the world.

AUTHOR INDEX

AUTHOR INDEX

AUTHOR INDEX

AUTHOR INDEX

147

AUTHOR INDEX

AUTHOR INDEX

AUTHOR INDEX

GEOGRAPHICAL INDEX

GEOGRAPHICAL INDEX

GEOGRAPHICAL INDEX

SUBJECT INDEX

SUBJECT INDEX

SUBJECT INDEX

SUBJECT INDEX

SUBJECT INDEX

SUBJECT INDEX

SUBJECT INDEX

ORGANIZATIONS, PROJECTS AND CENTERS INDEX

ORGANIZATIONS, PROJECTS AND CENTERS INDEX

ORGANIZATIONS, PROJECTS AND CENTERS INDEX

ORGANIZATIONS, PROJECTS AND CENTERS INDEX

ORGANIZATIONS, PROJECTS AND CENTERS INDEX